

The background of the entire cover is a close-up, slightly angled view of the American flag, showing the blue field with white stars and the red and white stripes. The flag appears to be waving, creating a sense of movement.

DOCUMENT-BASED QUESTION ACTIVITIES

FOR YOUR US HISTORY CLASSROOM

By Nickole Loman

FROM THE EUROPEAN
MIGRATION THROUGH
THE CIVIL WAR

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Document-Based Question Activities for Your US History Classroom from the European Migration Through the Civil War

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What Is a DBQ?

This book contains 14 document-based questions, or DBQs. Each DBQ is an essay question or prompt that addresses a major theme or event in US history. DBQs use a range of sources, most of which are primary sources, to support the question or prompt. Each DBQ activity and essay requires students to analyze facts presented in historical documents, instead of having them depend on prior knowledge or their textbook. Students become completely immersed in the topics they are researching. Gathering facts from primary documents and analyzing the information gives students an opportunity to become historians. Students must think critically by interpreting and creating meaning using the primary sources as their evidence. DBQs help to expand your students' content knowledge as well as foundational history analysis skills. Students build critical thinking skills as they establish comparisons, create connections, apply prior knowledge, and use methods of historical analysis. DBQs compel students to take a stand on issues or problems and to support their position with credible evidence. The activities also push students to examine historical events from various perspectives. A strong DBQ essay validates a student's ability to properly group documents, interpret and analyze data, identify a point of view, and respond to the prompt by taking a position.

Note: Many of the documents referenced in this book are public domain. Those from other sources have credit given under the document.

How to Use

Each of the 14 DBQ activities in this book can be used in several ways:

- Independent student assignments using only the documents
- Classroom station exercises with different time period DBQs at each station
- Formal assessments
- Group analysis activities
- Discussion starters
- Debate preparation
- Document analysis

How Much Time?

If students have little to no experience with this type of activity, you will have to spend more time on each DBQ initially. Every student is different. You may need to spend two to four class periods on the first couple DBQs. Also, you may want to do the first couple DBQs in small groups or as a whole class activity to make sure the process is clear. As students become more comfortable, you can shorten the time given. By the end of the year, students should be able to complete an entire DBQ essay within one class period.



Tips to Improve Student DBQ Scores

- It is not enough to merely restate what a document is about. Analysis and inferences are essential!
- When conducting document analysis, students need to avoid simply creating a dry list of the document's facts.
- Students who don't include extra information from prior knowledge beyond the document analysis will lose points. Encourage students to do a thorough analysis that connects relevant information that they've learned outside of that particular DBQ. Making an inference can count as extra information.
- Students need to be as specific as possible with their usage of terms, names, and events, while keeping them all in the same time period of the topic on which they're writing.
- Students should reference the information from the documents directly in the text of their essay or identify which document is being referred to within parentheses.
- Caution students against including long quotations pulled from the documents. Long quotations won't help their score and will burn through more of their time.
- Remind students to stay consistent in always returning to the main idea (thesis) of their essay.
- Tell your students not to panic about style and grammar errors. They're not a big problem unless they interrupt the clarity of the essay.



Directions for Students

Each essay question is meant to be used with the included documents. As you are analyzing each document, pay attention to the point of view and type of source being presented. Make sure the following steps are taken:

- Thoroughly read the document-based question. Brainstorm what you already know about this topic. How would you approach this question if no primary documents were available to you?
- Carefully read each document, underlining the key passages, words, and phrases that connect to the document-based question. It is OK to take notes in the margins! Answer the questions after each document.
- Generate a thesis that uses your prior knowledge and the information from the documents to effectively answer the question.
- Create a concise outline that organizes your gathered information.
- Write a detailed, organized essay that proves your thesis sentence to be true. The essay should be well-organized and use both the information that you already knew and new information from the documents.

DBQ Scoring Rubric

5	Contains a strong, well-developed thesis which clearly addresses the nature of the question. Presents an effective analysis of both sides of the item in question; treatment may be uneven (the better essays try to devote about equal coverage to both sides). Supports thesis with substantial and relevant information. Is clearly organized and well-written. May contain minor errors. Uses a substantial number of documents. Includes significant outside information in the response.
4	Contains a thesis which addresses the topic of the question (limited development). Has limited analysis and exhibits limited understanding of complexity. Is mostly descriptive. Deals with only one aspect of the question in some depth or deals with both aspects in a more general way. Supports thesis with some information. Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension. May contain factual errors which do not seriously detract from the quality or argument of the essay. Uses some documents effectively. Supports thesis with some outside information.
3	Presents a limited, confused, and/or poorly developed thesis. Contains little or no analysis. Deals with one aspect of the question in a general way or deals with both aspects in a superficial way with simplistic explanation. Has minimal or irrelevant supporting information. Uses confusing organization and writing; organization and language errors interfere with comprehension. May contain major factual or interpretive errors. Quotes or briefly cites documents. Contains little outside information, or information that shows only general comprehension.
2	Contains a very limited and/or poorly developed attempt to create a thesis. Exhibits inadequate or inaccurate understanding of the question. Contains no supporting information, or only irrelevant information. Is poorly organized or written, inhibiting understanding. May simply paraphrase or restate the question. Contains numerous errors, both major and minor. Exhibits little understanding of documents. Offers inappropriate or very little outside information.
1	Contains no thesis and little attempt to answer the question. Exhibits little to no understanding of the question (analysis is absent). Is not organized; lacks effort. Exhibits little to no understanding of documents, or ignores them completely. Offers inappropriate or no outside information. Fails to address the task or is illegible.

Name: _____ Date: _____ Hour: _____

DBQ 1: THE GREAT EUROPEAN MIGRATION

Historical Background

During the 14th through the 17th centuries, a “rebirth” of advancement and discovery flourished in an era known as the Renaissance. This era provided the motivation to navigate voyages throughout the globe. One voyage in particular was that of Christopher Columbus. Determined to find a water route to Asia, Columbus, with the financial aid of King Ferdinand and Queen Isabella of Spain, left Europe with his three ships, the *Niña*, the *Pinta*, and the *Santa Maria*, on August 3, 1492. Although he knew the world was round, he miscalculated how massive it was. In addition, he had no awareness that the Americas would be the roadblock to Asia. As the days on the ocean dragged on, the sailors aboard the ship grew nervous due to lack of supplies, food, and fresh water. Mutiny became an ever-present danger. To assuage the fears of his crew, Columbus pledged to return home if land could not be viewed in two days. In favor of Columbus, land was detected the very next day. On October 12, 1492, he and his crew landed on the Caribbean island of San Salvador. Trusting that he had reached Asia, Columbus began to explore the “New World.” When news of his expedition reached Europe, it spurred interest among royalty and other explorers. As a result, countries such as Great Britain, France, Spain, Portugal, and the Netherlands began to sponsor various voyages that led into the Caribbean and, eventually, into the Americas.

SECTION 1

QUESTION: Why did the Europeans choose to explore the Americas?

The following documents will examine why the Europeans chose to explore the Americas. Analyze each document carefully, and answer the question or questions that follow.

Document A

In ye name of God Amen. We whose names are underwritten, the loyall subjects of our dread soueraigne Lord King James by ye grace of God, of great Britaine, france, & Ireland king, defender of ye faith, & Haveing undertaken, for ye glorie of God, and advancemente of ye christian faith and honour of our king & countrie, a voyage to plant ye first colonie in ye Northerne parts of Virginia. doe by these presents solemnly & mutually in ye presence of God, and one of another, covenant, & combine our selves togeather into a civill body politick; for ye our better ordering, & preservation & furtherance of ye ends aforesaid; and by vertuehearof, to enacte, constitute, and frame shuch just & equalllawes, ordinances, Acts, constitutions, & offices, from time to time, as shall be thought most meete& convenient for ye generall good of ye colonie: unto which we promise all due submission and obedience. In witneswhereof we have hereunder subscribed our names at Cap Codd ye 11 of November, in ye year of ye raigne of our soveraigne Lord king James of England, france, & Ireland ye eighteenth and of Scotland ye fiftie fourth.

Ano: Dom 1620

Mayflower Compact, 1620



Name: _____ Date: _____ Hour: _____

1. According to the document, how is permission being granted to colonize Northern Virginia?

2. Once the English subjects had arrived in America, how would the contents of this passage influence their beliefs or actions?

Document B

That, moreover, the aforesaid Company may, in our name and authority, within the limits herein before prescribed, make contracts, engagements and alliances with the princes and natives of the countries comprehended therein, and also build any forts and fortifications there, to appoint and discharge Governors, people for war, and officers of justice, and other public officers, for the preservation of the places, keeping good order, police and justice, and in like manner for the promoting of trade; and again, others in their place to put, as they from the situation of their affairs shall see fit: Moreover, they must advance the peopling of those fruitful and unsettled parts, and do all that the service of those countries, and the profit and increase of trade shall require: and the Company shall successively communicate and transmit to us such contracts and alliances as they shall have made with the aforesaid princes and nations; and likewise the situation of the fortresses, fortifications, and settlements by them taken.

Charter of the Dutch West India Company, 1621

1. Explain the view of relationships with the natives in accordance with the document.

2. How does the Dutch West India Company plan to establish a system of trade in a new colony? Use several examples from the passage to support your answer.

Name: _____ Date: _____ Hour: _____

3. Describe the benefits to the Dutch after such a system was created.

Document C

Many times we were from five to six leagues inland, which we found as pleasing as it can be to narrate, adapted to every kind of cultivation—grain, wine, oil. Because in that place the fields are from XXV to XXX leagues wide, open and devoid of every impediment of trees, of such fertility that any seed in them would produce the best crops. Entering then into the woods, all of which are penetrable by any numerous army in any way whatsoever, and whose trees, oaks, cypresses, and others are unknown in our Europe. We found Lucallian apples, plums, and filberts, and many kinds of fruits different from ours. Animals there are in very great number, stags, deer, lynx, and other species...

Discovery of New York Harbor, 1524
Giovanni da Verrazzano

1. According to Verrazzano, how is the land “as pleasing as it can be to narrate”?

2. Why would his description be important to any country that had a vested interest in the Americas?

Document D

For the increase of shipping and encouragement of the navigation of this nation, wherein, under the good providence and protection of God, the wealth, safety, and strength of the kingdom is so much concerned... from thence forward, no goods or commodities whatsoever shall be imported into or exported out of any lands, islands, plantations, or territories to his Majesty belonging or in his possession... in Asia, African, or America, in any other ship or ships, vessel or vessels whatsoever, but in such ships or vessels as do truly and without fraud belong only to the people of England... or are of the built of and belonging to any of the said lands, islands, plantations, or territories, as the proprietors and right owners thereof, and whereof the master and $\frac{3}{4}$ of the mariners at least are English.

Navigation Act, 1660



Name: _____ Date: _____ Hour: _____

1. In connection with the Navigation Act of 1660, people who are shipping goods from Africa, Asia, and America must adhere to what guideline?

2. What conclusions can be drawn as to how this guideline can be associated with European exploration?

Document E

Whereas we all came into these parts of America with one and the same end and aim, namely, to advance the Kingdom of our Lord Jesus Christ and to enjoy the liberties of the Gospel in purity with peace; and whereas in our settling (by a wise providence of God) we are further dispersed upon the sea coasts and rivers than was at first intended, so that we can not according to our desire with convenience communicate in one government and jurisdiction; and whereas we live encompassed with people of several nations and strange languages which hereafter may prove injurious to us or our posterity.

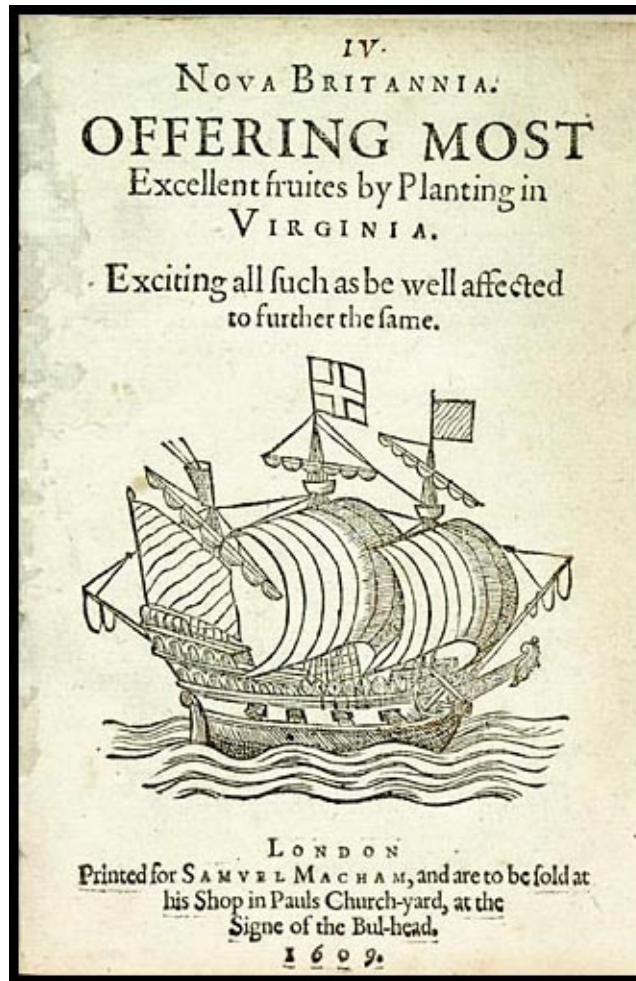
New England Articles of Confederation, 1643

1. Explain the main reason colonists believe they have come to America.

2. How could this belief affect the way they approach the “people of several nations and strange languages”?

Name: _____ Date: _____ Hour: _____

Document F



Nova Britannia: Offering Most Excellent Fruites by Planting in Virginia, 1609
Robert Johnson

1. How is this form of propaganda connected with why Europeans chose to explore the Americas?

SECTION
2

ESSAY TOPIC:

Why did the Europeans choose to explore the Americas?

DBQ 2: THE COLONIES TAKE OFF!

Historical Background

From 1610 to 1620, slavery grew in the young colonial South. Tribesmen and tribeswomen from West Africa were forced onto slave ships, on which they traveled 3,000 miles on the Middle Passage, only to be sold at auctions on American soil. The new system of slavery had begun. This system would fully develop around the 1700s, as plantation life began to emerge. Plantations were sizeable farms that ranged anywhere from 500 to 1,000 acres. These agricultural estates harvested excessive amounts of cotton, rice, indigo, sugar, and tobacco. In order to keep up with import and export demands, five Southern colonies (Maryland, Virginia, North Carolina, South Carolina, and Georgia) introduced slave plantations. Slaves purchased from auctions were required to complete intensive labor that could last up to 18 hours a day. Adult male slaves were required to work in the fields, pastures, or gardens. They often had no machinery to help them, which made the work more difficult. Adult female slaves and children were forced to carry out domestic responsibilities such as cooking, cleaning, serving, and child-raising. Thousands of slaves toiled on plantations in the South in order to maximize profits.

SECTION 1

QUESTION: How did slavery impact early colonial life in the South?

The following documents will examine how early colonial life in the South was impacted by slavery. Analyze each document carefully, and answer the question or questions that follow.

Document A

The Numerousness of Slaves at this day in the Province, and the Uneasiness of them under their Slavery, haht put many upon thinking whether the Foundation of it be firmly and well laid; so as to sustain the Vast Weight that is built upon it. It is most certain that all Men, as they are the Sons of Adam, are ; and have equal Right unto Liberty, and all other outward Comforts of Life. God hat the Earth [with all its Commodities] unto the Sons of Adam, Pal 115.16. And hat made of One Blood, all Nations of Men, for to dwell on all the face of the earth, and hat determined the Times before appointed, and the bounds of their habitation: That they should seek the Lord...

The Selling of Joseph, 1700
Samuel Sewall

1. Describe what is meant by “the Uneasiness of them under their Slavery, haht put many upon thinking whether the Foundation of it be firmly and well laid.”



Name: _____ Date: _____ Hour: _____

2. Why is the story of Adam utilized in this passage?

Document B

Be it enacted, by the governor, council and burgesses of this present general assembly, and it is hereby enacted by the authority of the same, That from and after the passing of this act, all negro, mulatto, and Indian slaves, in all courts of judicature, and other places, within this dominion, shall be held, taken, and adjudged, to be real estate (and not chattels;) and shall descend unto the heirs and widows of persons departing this life, according to the manner and custom of land of inheritance, held in fee simple.

A Virginia Law, 1705

1. Define “real estate” and explain how this passage applies the idea of real estate to slaves.

2. Explain how this law would impact the lives of slaves and slave owners.

Document C

RAN away from the Subscriber’s Plantation in King & Queen County, on the 27th of last Month, Two Negro Men, viz, one named Cuffey, a lusty well-set Fellow, speaks good English, and had on when he went away a Cotton Jacket & Breeches, &c, the other named Bacchus, a young squat Fellow, speaks good English: They have both been used to the House, and are cunning subtle Fellows; and are suppos’d to be gone towards Williamsburg or Norfolk, where they came from. Whoever brings the said Runaways or either of them to me in the aforesaid County, shall have a Pistole Reward for each and all reasonable Charges, besides what the Law allows, paid by Alice Needler.

Advertisement for a Runaway Slave, 1744

The Virginia Gazette (Parks)

1. How does the advertisement describe the runaways?

Name: _____ Date: _____ Hour: _____

2. Why might the slaves have run away?

3. Explain what might happen next, if the runaways are returned to Alice Needler.

Document D

I rose at 5 o'clock this morning and read a chapter in Hebrew and 200 verses in Homer's Odyssey. I ate milk for breakfast. I said my prayers. Jenny and Eugene [two house slaves] were whipped. I danced my dance [physical exercises]. I read law in the morning and Italian in the afternoon. I ate tough chicken for dinner. The boat came from Appomattox [another plantation] and was cut in the evening. I walked about the plantation. I said my prayers. I had good thoughts, good health, and good humor this day, thanks be to God Almighty.

Daily Life on a Colonial Plantation, 1709
William Byrd II

1. How does the punishment of two house slaves affect the plantation owner, William Byrd? Give several examples from the text to use as support.

Name: _____ Date: _____ Hour: _____

Document E

Mr. Vachell Denton sold JOB to one Mr. Tolsey in Kent Island in Maryland, who put him to work in making Tobacco; but he was soon convinced that JOB had never been used to such Labour. He every Day shewed more and more Uneasiness under this Exercise, and at last grew sick, being no way able to bear it; so that his Master was obliged to find easier Work for him, and therefore put him to tend the Cattle. JOB would often leave the Cattle, and withdraw into the Woods to pray; but a white Boy frequently watched him, and whilst he was at his Devotion would mock him, and throw Dirt in his Face. This very much disturbed JOB, and added to his other Misfortunes; all which were increased by his Ignorance of the English Language, which prevented his complaining, or telling his Case to any Person about him. Grown in some measure desperate, by reason of his present Hardships, he resolved to travel at a Venture; thinking he might possibly be taken up by some Master, who would use him better, or otherwise meet with some lucky Accident, to divert or abate his Grief.

Some Memoirs of the Life of Job, the Son of Solomon, The High Priest of Boonda in Africa, 1734
Thomas Bluett

1. According to the memoir, why is Job's daily life causing him despair? Justify your answer with examples from the text.

2. How would being the son of the High Priest of Boonda affect how Job feels?

3. In order to change his circumstances, what decision did Job make?

Document F

Let there be two-thirds of them males, the other third females. The former not exceeding (at any rate) 20 years of age, the latter 16. All of them to be straight-limbed and in every respect strong and likely, with good teeth and good countenances, to be sufficiently provided with clothes.

George Washington, 1772

1. According to the passage, what characteristics did George Washington look for in the people that worked on his plantation?

Name: _____ Date: _____ Hour: _____

Document G

While I was in this plantation the gentleman, to whom I suppose the estate belonged, being unwell, I was one day sent for to his dwelling house to fan him; when I came into the room where he was I was very much affrighted at some things I saw, and the more so as I had seen a black woman slave as I came through the house, who was cooking the dinner, and the poor creature was cruelly loaded with various kinds of iron machines; she had one particularly on her head, which locked her mouth so fast that she could scarcely speak; and could not eat nor drink. I was much astonished and shocked at this contrivance, which I afterwards learned was called the iron muzzle. Soon after I had a fan put into my hand, to fan the gentleman while he slept; and so I did indeed with great fear.

The Interesting Narrative of the Life of Olaudah Equiano, 1789
Olaudah Equiano

1. How is the iron muzzle used?

2. Why would this increase Olaudah's fear of the gentleman in the room?

3. What does this passage suggest about daily life for slaves in the South?

Name: _____ Date: _____ Hour: _____

Document H



Tobacco Label, Ford's Virginia, 1700s

1. How are the people portrayed on this tobacco label from the 1700s?

2. How is this powerful image exemplifying life in the early colonies?

SECTION
2

ESSAY TOPIC:

How did slavery impact early colonial life in the South?

DBQ 3: PRELUDE TO REVOLUTION

Historical Background

As the 1600s progressed, new-age philosophers began to utilize logic to represent truth. They believed that such reasoning could provide the solution to all of humanity's problems. Hence, the Enlightenment (the Age of Reason) was born. Two notable philosophers of this era were John Locke and Jean-Jacques Rousseau. John Locke, an English philosopher, affirmed that each person had rights of equality when it came to life, liberty, and property. Furthermore, he also emphasized that the government was required to safeguard these rights. In the context that the government should fail to fulfill this responsibility, Locke contended that the people may overthrow it. Just like John Locke, Jean-Jacques Rousseau, a French philosopher, asserted the idea that all human beings deserve equality. Moreover, Rousseau believed a government should strive to promote the common good of all citizens rather than focus on a minimal, wealthy class. Around the mid-1700s, these ideas filtered their way into North America. Colonials, such as Thomas Jefferson and Benjamin Franklin, would use them to sever ties with tyrannical British actions, laws, and rule. A war to obtain independence was on the horizon.

SECTION

1

QUESTION: What were the underlying causes that ignited the American Revolution?

The following documents will examine the underlying causes that led to the American Revolution. Analyze each document carefully, and answer the question or questions that follow.

Document A

The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions... [and] when his own preservation comes not in competition, ought he, as much as he can, to preserve the rest of mankind, and may not, unless it be to do justice on an offender, take away, or impair the life, or what tends to the preservation of the life, the liberty, health, limb, or goods of another.

Second Treatise, 1689

John Locke

1. According to the document, what does John Locke not tolerate when taking another individual into account?

2. How might this encourage a revolutionary spirit?



Name: _____ Date: _____ Hour: _____

Document B

To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties. For him who renounces everything no indemnity is possible. Such a renunciation is incompatible with man's nature; to remove all liberty from his will is to remove all morality from his acts. Finally, it is an empty and contradictory convention that sets up, on the one side, absolute authority, and, on the other, unlimited obedience. Is it not clear that we can be under no obligation to a person from whom we have the right to exact everything? Does not this condition alone, in the absence of equivalence or exchange, in itself involve the nullity of the act? For what right can my slave have against me, when all that he has belongs to me, and, his right being mine, this right of mine against myself is a phrase devoid of meaning?

The Social Contract, 1774
Jean-Jacques Rousseau

1. What are several consequences of renouncing liberty that are stated in the passage?

2. How would this passage influence the colonists when they were considering British rule?

Document C

Between the hours of nine and ten o'clock, being in my master's house, [I] was alarmed with the cry of fire, I ran down as far as the town-house, and then heard that the soldiers and the inhabitants were fighting in the alley... I then left them and went to King street. I then saw a party of soldiers loading their muskets about the Custom-house door, after which they all shouldered. I heard some of the inhabitants cry out, "heave no snow balls," others cried "they dare not fire."

Captain Preston was then standing by the soldiers, when a snow ball struck a grenadier, who immediately fired, Captain Preston standing close by him. The Captain then spoke distinctly, "Fire, Fire!" I was then within four feet of Capt. Preston, and know him well. The soldiers fired as fast as they could one after another. I saw the mulatto [Crispus Attucks] fall, and Samuel Gray went to look at him, one of the soldiers, at a distance of about four or five yards, pointed his piece directly for the said Gray's head and fired. Mr. Gray, after struggling, turned himself right round upon his heel and fell dead.

Charles Hobby, 1770
History of the Boston Massacre, March 5, 1770
Frederic Kidder

Name: _____ Date: _____ Hour: _____

1. What happened during the Boston Massacre?

2. How did Samuel Gray die, according to this eyewitness account?

3. How would the colonials react to hearing such news about the Boston Massacre?

4. In today's society, how does the public react to the death of innocent victims? Support your answer with two specific examples.

Document D

WHEREAS by an act made in the last session of parliament, several duties were granted, continued, and appropriated, towards defraying the expences of defending, protecting, and securing, the British colonies and plantations in America: and whereas it is just and necessary, that provision be made for raising a further revenue within your Majesty's dominions in America, towards defraying the said expences...

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any note or bill of lading, which shall be signed for any kind of goods, wares, or merchandize, to be exported from... within the said colonies and plantations, a stamp duty of four pence.

For every skin or piece of vellum or parchment, or sheet or piece of paper, on which shall be ingrossed, written, or printed, any notarial act, bond, deed, letter, of attorney, procuration, mortgage, release, or other obligatory instrument, not herein before charged, within the said colonies and plantations, a stamp duty of two shillings and three pence.

And for and upon every paper, commonly called a pamphlet, and upon every newspaper, containing publick news, intelligence, or occurrences, which shall be printed, dispersed, and made publick, within any of the said colonies and plantations, and for and upon such advertisements as are herein after mentioned, the respective duties following...

The Stamp Act, 1765



Name: _____ Date: _____ Hour: _____

1. After reading the Stamp Act of 1765, why do you think Great Britain was collecting taxes from its colonies?

2. List the stamped documents that were being taxed.

3. How would this form of taxation provoke feelings of revolution?

Document E

...It shall not be lawful for any person or persons whatsoever to lade put, or cause or procure to be laden or put, off or from any quay, wharf, or other place, within the said town of Boston, or in or upon any part of the shore of the bay, commonly called The Harbour of Boston... into any ship, vessel, lighter, boat, or bottom, any goods, wares, or merchandise whatsoever, to be transported or carried into any other country, province or place whatsoever, or into any other part of the said province of the Massachusetts's Bay, in New England... of any boat, lighter, ship, vessel, or bottom, any goods, wares, or merchandise whatsoever, to be brought from any other country, province, or place, or any other part of the said province of the Massachusetts's Bay in New England, upon pain of the forfeiture of the said goods, wares, and merchandise, and of the said boat, lighter, ship, or vessel or other bottom into which the same shall be taken, and of the guns, ammunition, tackle, furniture, and stores, in or belonging to the same... such barge, hoy, lighter, wherry, or boat, shall be forfeited and lost.

The Boston Port Act, March 31, 1774

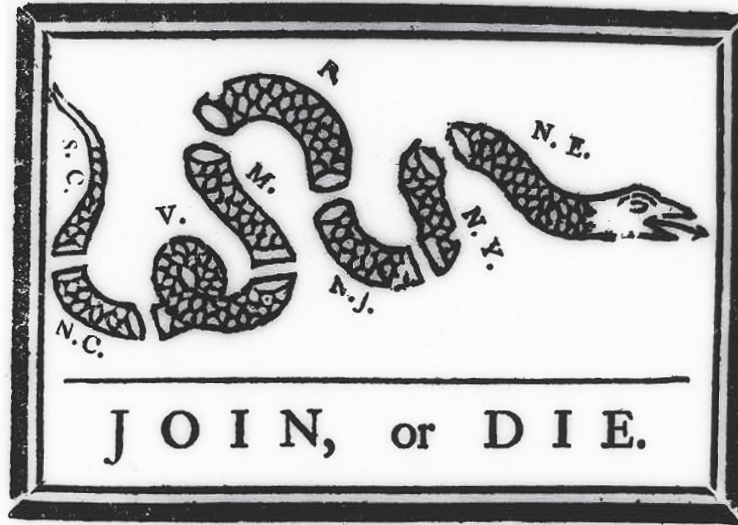
1. Explain what rights the people of Boston had lost, according to the Boston Port Act. Support your answer with evidence from the text.

2. What was the primary cause of this law's creation?

Name: _____ Date: _____ Hour: _____

3. When thinking about British rule in the 1700s and our current democracy, how much power should a government be able to exert over its citizens? Why?

Document F



Courtesy of the Library of Congress, LC-USZ62-9701

Join, or Die, 1754
Benjamin Franklin

1. What do the letters around the snake represent in this drawing?

2. Why would Benjamin Franklin choose to utilize a snake as the focal point of the picture?

3. How does the slogan at the bottom relate to a probable cause of the American Revolution?

**SECTION
2**

ESSAY TOPIC:

What were the underlying causes that ignited the American Revolution?

Name: _____ Date: _____ Hour: _____

DBQ 4: The American Revolution

Historical Background

On December 16, 1773, a group of colonists belonging to the Sons of Liberty disguised themselves as Native Americans, boarded three ships laden with East India Company tea, and tossed the tea into Boston Harbor. The Boston Tea Party—planned and executed as a protest to British taxation on the popular commodity—was the visible effect of bubbling resentment among Boston colonists directed at their British rulers. In response to the Tea Party, British Parliament passed a series of laws and measures now known as the Intolerable Acts. Included in the Acts were the closing of Boston Harbor and the initiation of martial law in the city. In September 1774, 56 delegates from each of the 13 colonies met in Philadelphia to write a declaration of rights. This was the First Continental Congress, and the men there agreed that if their demands weren't met, they would consider further action. As a precaution, some colonists began to quietly train for battle and stockpile arms and ammunition. The colonists' demands remained unmet. By April 1775, the British soldiers arrived and began to move toward Boston. The Revolutionary War was on. While battles raged, the colonists extended the Olive Branch Petition to the British Crown as a last-ditch effort for peace. The king wouldn't hear of this, though, so on July 4, 1776, the Continental Congress approved the Declaration of Independence. This forced colonists to decide where their fealty would lie. The Loyalists wished to remain British citizens, while the Patriots chose independence and the creation of a new, American nation.

SECTION 1

QUESTION: The Revolutionary War: How did the colonists decide which side to support?

The following documents will examine how the colonists decided which side they should support prior to the American Revolution. Analyze each document carefully, and answer the question or questions that follow.

Document A

1st, That the British legislature, as to the power of making laws, represents the whole British empire, and has authority to bind every part and every subject without the least distinction, whether such subjects have a right to vote or not, whether the law binds places within the realm or without.

2nd, That the colonists, by the condition on which they migrated, settled, and now exist, are more emphatically subjects of Great Britain... It must be granted that they migrated with leave as colonies, and therefore from the very meaning of the word were, are, and must be subjects, and owe allegiance and subjection to their mother country.

Debate on the Repeal of the Stamp Act, 1776
Lord Mansfield



Name: _____ Date: _____ Hour: _____

1. According to the document, what powers does the empire of Great Britain have over its people?

2. How might this power affect the colonists' decisions to join the Patriots or the Loyalists?

Document B

I shall take some pains to obviate the objection, and to show that a denial of the British parliament over America is by no means inconsistent with that connection, which ought to subsist between the mother country and her Colonies... a strict connection between the inhabitants of Great Britain and those of America. They are fellow-subjects...

Considerations on the Nature and Extent of the Legislative Authority of the British Parliament, 1774
James Wilson

1. Define the word "obviate."

2. Describe the author's stance concerning the protests of the British government.

Document C

...anxious to prevent, if it had been possible, the effusion of the blood of my subjects,...still hoping that my people in America would have discerned the traitorous views of their leaders, and have been convinced, that to be a subject of Great Britain, with all its consequences, is to be the freest member of any civil society in the known world... The object is too important, the spirit of the British nation too high, the resources with which God hath blessed her too numerous, to give up so many colonies which she has planted with great industry, nursed with great tenderness, encouraged with many commercial advantages, and protected and defended at much expense of blood and treasure...

Speech to Parliament, October 1775
King George III

Name: _____ Date: _____ Hour: _____

1. Despite the occurrence of the Revolutionary War, how does King George III view his American subjects?

2. How would the king define Great Britain's contributions toward the development of colonial America? Why does he not want to compromise with the colonists?

3. How might the king's opinion have influenced the beliefs of the colonists?

Document D

...I shall conclude this paper with some miscellaneous remarks...Why is it that the enemy have left the New England provinces, and made these middle ones the seat of war? The answer is easy: New England is not infested with Tories, and we are...And what is a tory? Good God! What is he? I shall not be afraid to go with a hundred Whigs against a thousand Tories, were they to attempt to get into arms. Every tory is a coward; for servile, slavish, self-interested fear is the foundation of Toryism; and a man under such influence, though he may be cruel, never can be brave... let us reason the matter together: your conduct is an invitation to the enemy, yet not one in a thousand of you has heart enough to join him. [British General] Howe is as much deceived by you as the American cause is injured by you.

The American Crisis, 1776
Thomas Paine

1. Define what it means to be a Tory during the American Revolution.

2. What is the problem with the Tories in this passage from *The American Crisis*? Justify your answer with evidence from the passage.

3. If you had been a Tory, how could this passage provide the necessary motivation to reevaluate your views?



Name: _____ Date: _____ Hour: _____

Document E

By a reconciliation with Britain, a period would be put to the present calamitous war, by which so many lives have been lost, and so many more must be lost if it continues... peace—that fairest offspring and gift of heaven—will be restored... Agriculture, commerce, and industry would resume their wonted vigor... our trade would still have the protection of the greatest naval power in the world... The Americans are properly Britons.

A Loyalist Viewpoint, 1776
Charles Inglis

1. Explain several gains that the colonists would acquire if they establish peace with Great Britain.

2. Why is this statement influential when concerning the opinions of the colonists?

Document F

...The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world... He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained... He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only... He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people... He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny... Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant... That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown...

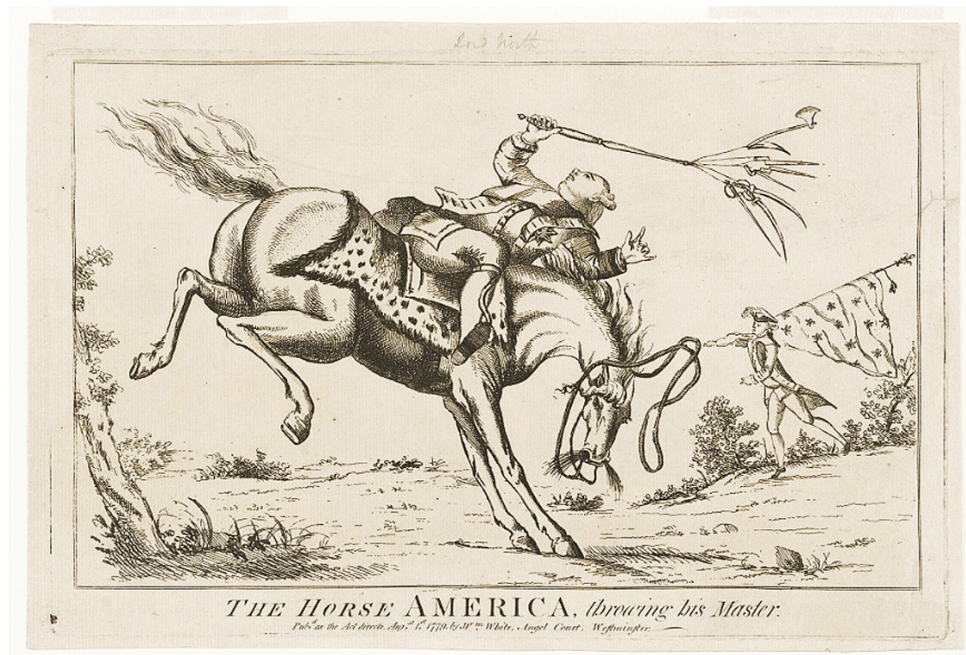
Declaration of Independence, 1776
Thomas Jefferson

Name: _____ Date: _____ Hour: _____

1. According to Thomas Jefferson, how has King George III become tyrannical? Use several pieces of evidence from the passage to validate your reasoning.

2. How does this portion of the Declaration of Independence give the American colonists the rationalization to strive for independence?

Document G



Courtesy of the Library of Congress, LC-DIG-ppmsca-33532

The Horse America, throwing his Master, 1779

1. Describe the point of view that the author/artist is portraying about the American Revolution.



Name: _____ Date: _____ Hour: _____

Document H

Article 5:

It is agreed that Congress shall earnestly recommend it to the legislatures of the respective states to provide for the restitution of all estates, rights, and properties, which have been confiscated belonging to real British subjects;

Article 6:

That there shall be no future confiscations made nor any prosecutions commenced against any person or persons for, or by reason of, the part which he or they may have taken in the present war, and that no person shall on that account suffer any future loss or damage, either in his person, liberty, or property;

Treaty of Paris, 1783

1. How does the Treaty of Paris handle property rights, according to this document?

2. Examine how this treaty could impact the attitudes of the colonists in the future.

SECTION

2

ESSAY TOPIC:

The Revolutionary War: How did the colonists decide which side to support?

DBQ 5: CHALLENGES OF A NEW NATION

Historical Background

Victory was near in September of 1781. The American and French troops approached Yorktown, Virginia, and laid siege to its armaments. The British army, led by General Charles Cornwallis, could not withstand such an attack due to a lack of reinforcements. After a few weeks of experiencing serious shortcomings, Cornwallis surrendered to General George Washington on October 19, 1781. This marked the official end of the Revolutionary War. It wasn't until 1783, however, with the signing of the Treaty of Paris, that the true goals of the war were accomplished. According to the treaty, Great Britain acknowledged the complete independence of the 13 colonies, and it granted additional territory east of the Mississippi River and north of the 31st latitude line to the American nation. With their new freedom, Americans could now work on establishing a new political identity. Numerous people preferred to institute a republic, which would allow its citizens to acquire power by electing representatives. Despite this effort to create equality, some critics feared that the country would be managed by a populace who had never received a proper education. Ultimately, the structure of the government would take some great consideration.

SECTION

1

QUESTION: How did Americans work to define their ideal political structure?

The following documents will examine how Americans sought to define their ideal political structure. Analyze each document carefully, and answer the question or questions that follow.

Document A

Article I.

The Stile of this confederacy shall be "The United States of America."

Article II.

Each state retains its sovereignty, freedom, and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

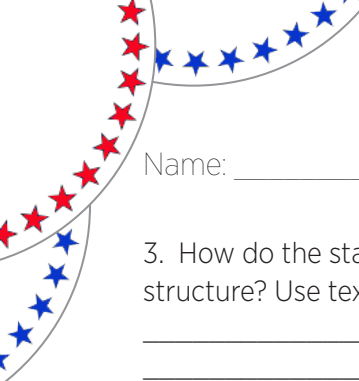
Article III.

The said states hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

Articles of Confederation, 1777

1. Why does the confederacy choose to call itself "The United States of America"?

2. Why do the creators of the Articles of Confederation grant sovereignty to each state in accordance with Article II?



Name: _____ Date: _____ Hour: _____

3. How do the states forming a “friendship with each other” help to produce an ideal political structure? Use textual evidence from the document as support.

Document B

So soon as there shall be five thousand free male inhabitants of full age in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect a representative from their counties or townships to represent them in the general assembly: Provided, That, for every five hundred free male inhabitants, there shall be one representative, and so on progressively with the number of free male inhabitants shall the right of representation increase, until the number of representatives shall amount to twenty five; after which, the number and proportion of representatives shall be regulated by the legislature: Provided, That no person be eligible or qualified to act as a representative unless he shall have been a citizen of one of the United States three years, and be a resident in the district, or unless he shall have resided in the district three years; and, in either case, shall likewise hold in his own right, in fee simple, two hundred acres of land within the same; Provided, also, That a freehold in fifty acres of land in the district, having been a citizen of one of the states, and being resident in the district, or the like freehold and two years residence in the district, shall be necessary to qualify a man as an elector of a representative.

Northwest Ordinance, 1787

1. Explain the purpose of the Northwest Ordinance.

2. Describe the requirements a representative must have in order to hold political office in this district. Use textual evidence from the document as support.

Name: _____ Date: _____ Hour: _____

Document C

I. The supreme legislative power of the United States of America to be vested in two distinct bodies of men: the one to be called the Assembly, the other the Senate; who together shall form the Legislature of the United States, with power to pass all laws whatsoever, subject to the negative hereafter mentioned.

II. The Assembly to consist of persons elected by the people, to serve for three years.

III. The Senate to consist of persons elected to serve during good behavior. Their election to be made by electors chosen for that purpose by the people. In order to this, the States to be divided into election districts. On the death, removal, or resignation of any Senator, his place to be filled out of the district from which he came.

Plan Presented by Alexander Hamilton to the Federal Convention, 1787
Alexander Hamilton

1. How does Alexander Hamilton believe the legislative body should be constructed?

2. What happens in the event that a senator must be replaced?

3. How are Hamilton's ideas present in our current government?



Name: _____ Date: _____ Hour: _____

Document D

Mr. RANDOLPH... then commented on the difficulty of the crisis, and the necessity of preventing the fulfillment of the prophecies of the American downfall.

He observed, that, in revising the federal system, we ought to inquire, first, into the properties which such a government ought to possess; secondly, the defects of the Confederation; thirdly, the danger of our situation; and, fourthly, the remedy.

He observed, that, in revising the federal system, we ought to inquire, first, into the properties which such a government ought to possess; secondly, the defects of the Confederation; thirdly, the danger of our situation; and, fourthly, the remedy.

1. The character of such a government ought to secure, first, against foreign invasion; secondly, against dissensions between members of the Union, or seditions in particular states; thirdly, to procure to the several states various blessings, of which an isolated situation was incapable; fourthly, it should be able to defend itself against encroachment; and, fifthly, to be paramount to the state constitutions.

2. In speaking of the defects of the Confederation, he professed a high respect for its authors, and considered them as having done all that patriots could do, in the then infancy of the science of constitutions and of confederacies; when the inefficiency of requisitions was unknown—no commercial discord had arisen among any states—no rebellion had appeared, as in Massachusetts—foreign debts had not become urgent—the havoc of paper money had not been foreseen—treaties had not been violated; and perhaps nothing better could be obtained, from the jealousy of the states with regard to their sovereignty.

Madison Debates, May 29, 1787
James Madison

1. According to the document, what is the government supposed to secure? Use several examples from the text as support.

2. What future problems do the authors of the Articles of the Confederation not foresee? Use several examples from the text as support.

3. Keeping both of the previous questions in mind, how might Americans work to define their ideal political structure?

Name: _____ Date: _____ Hour: _____

Document E

...The war, as you have very justly observed, has terminated most advantageously for America, and a fair field is presented to our view; but I confess to you freely, My Dr. Sir, that I do not think we possess wisdom or Justice enough to cultivate it properly. Illiberality, Jealousy, and local policy mix too much in all our public councils for the good government of the Union. In a word, the confederation appears to me to be little more than a shadow without the substance; and Congress a nugatory body, their ordinances being little attended to. To me, it is a solecism in politics: indeed it is one of the most extraordinary things in nature, that we should confederate as a Nation, and yet be afraid to give the rulers of that nation, who are the creatures of our making, appointed for a limited and short duration, and who are amenable for every action, and recallable at any moment, and are subject to all the evils which they may be instrumental in producing, sufficient powers to order and direct the affairs of the same. By such policy as this the wheels of Government are clogged, and our brightest prospects, and that high expectation which was entertained of us by the wondering world, are turned into astonishment; and from the high ground on which we stood, we are descending into the vale of confusion and darkness.

A Letter to James Warren, October 7, 1787
George Washington

1. Why is the new nation unable to cultivate itself suitably?

2. What reasoning does George Washington give for establishing a leader or a body of government? Use several examples from the text as support.

3. How may the prospect of Washington's idea of leadership help to develop a solid political structure?



Name: _____ Date: _____ Hour: _____

Document F

The inefficacy of our government becomes daily more and more apparent. Our treasury and our credit are in a sad situation; and it is probable that either the wisdom or the passions of the people will produce changes. A spirit of licentiousness has infected Massachusetts, which appears more formidable than some at first apprehended. Whether similar symptoms will not soon mark a like disease in several other States is very problematical.

The public papers herewith sent contain everything generally known about these matters. A reluctance to taxes, an impatience of government, a rage for property and little regard to the means of acquiring it, together with a desire of equality in all things, seem to actuate the mass of those who are uneasy in their circumstances. To these may be added the influence of ambitious adventurers, and the speculations of the many characters who prefer private to public good, and of others who expect to gain more from wrecks made by tempests than from the produce of patient and honest industry. As the knaves and fools of this world are forever in alliance, it is easy to perceive how much vigour and wisdom a government, from its construction and administration, should possess, in order to repress the evils which naturally flow from such copious sources of injustice and evil.

A Letter to Thomas Jefferson, October 27, 1787
John Jay

1. What fear does John Jay express to Thomas Jefferson about what will happen to each state if the government cannot get its act together?

2. How is Massachusetts being specifically affected? Use evidence from the text as support.

3. How would an organized government prevent this problem?

Name: _____ Date: _____ Hour: _____

Document G



Courtesy of the National Archives
and Records Administration, 595257

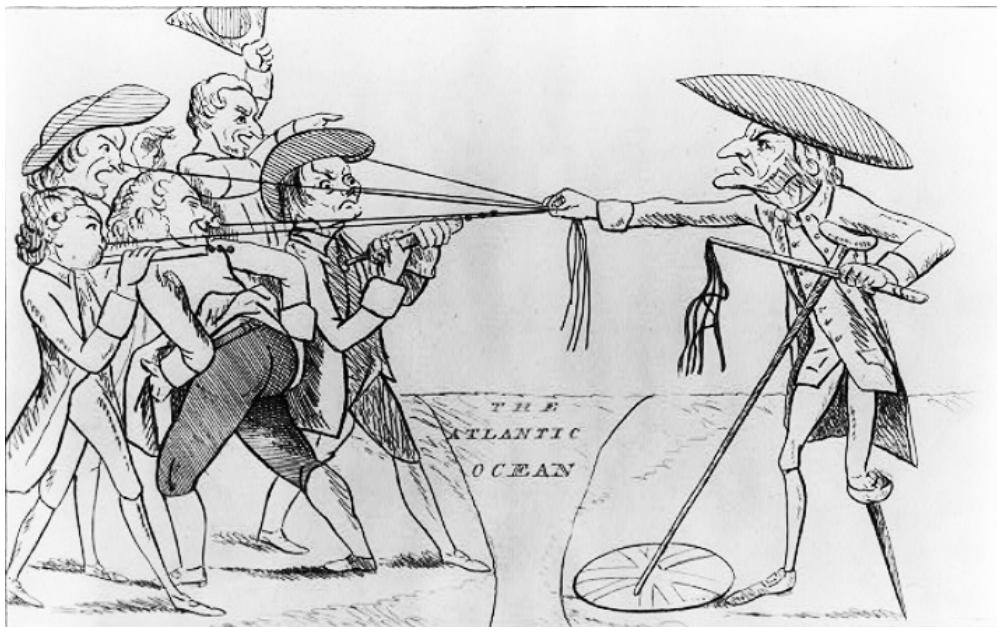
The Final Design of the Great Seal, June 20, 1782
Charles Thomson

1. When examining this drawing of the Great Seal, what action does the eagle seem to be exhibiting? Why?

2. Why is the eagle holding an olive branch in one talon and a bundle of 13 arrows in the other talon?

Name: _____ Date: _____ Hour: _____

Document H



Courtesy of the Library of Congress, LC-USZ62-34862

Poor Old England Endeavoring to Reclaim her
Wicked American Children, April 1, 1777
M. Darly

1. Think about the relationship between the colonies and Great Britain in this cartoon. Why might the colonies acquire this type of attitude when it comes to creating the right model of government for a new nation?

2. Does this attitude exist with our government today? Explain.

SECTION 2

ESSAY TOPIC:

How did Americans work to define their ideal political structure?

DBQ 6: THE CONSTITUTION

Historical Background

In order to better serve the wants of our country, the creators of the Articles of Confederation decided that some adjustments needed to be made to the document. Therefore, in 1787, the Congressional Convention convened in Philadelphia to begin the revision process. Eventually, the Articles would be transformed into the Constitution. George Washington supervised the proceedings, but it was James Madison who showed true leadership, as he emphasized key arguments. The representatives convened over the course of almost four months, and, finally, on September 17, 1787, Washington decided to put a halt to the convention. He felt that the true labor of the Constitution had been finished. The next step would be ratification. This approval required the votes of nine states. Advocates of the Constitution became known as Federalists. They defended the document because it would produce a balance of power between the states and the federal government. On the other hand, the adversaries, known as the Anti-Federalists, contested the Constitution because they did not want a powerful governing body. Furthermore, Anti-Federalists worried that the document would not ensure the rights of the people. In June 1788, final approval was given by New Hampshire, and the Constitution became the supreme law of the land.

SECTION

1

QUESTION: During the creation of the United States Constitution, why were the needs of the general population so vital?

The following documents will examine why the needs of the general population were vital to the creation of the Constitution. Analyze each document carefully, and answer the question or questions that follow.

Document A

Resolved that it is the opinion of this Committee that a national government ought to be established consisting of a Supreme Legislative, Judiciary, and Executive.

Resolved. that the national Legislature ought to consist of Two Branches.

Resolved that the members of the first branch of the national Legislature ought to be elected by the People of the several States for the term of Three years, to receive fixed stipends, by which they may be compensated for the devotion of their time to public service to be paid out of the National Treasury, to be ineligible to any Office established by a particular State or under the authority of the United -States (except those peculiarly belonging to the functions of the first branch) during the term of service, and under the national government for the space of one year after it's expiration.

Resolved. that the members of the second Branch of the national Legislature ought to be chosen by the individual Legislatures,. to be of the age of thirty years at least, to hold their offices for a term sufficient to ensure their independency, namely seven years, to receive fixed stipends, by which they may be compensated for the devotion of their time to public service — to be paid out of the National Treasury to be ineligible to any office established by a particular State, or under the authority of the United States (except those peculiarly belonging to the functions of the second branch) during the term of service, and under the national government, for the space of one year after it's expiration.

The Virginia Plan, 1787



Name: _____ Date: _____ Hour: _____

1. How are members of the first legislature elected?

2. How are members of the second legislature elected?

3. With the development of both legislatures, how can the legislators demonstrate “the devotion of their time to public service”?

Document B

7. Resolved, that provision be made for the admission of new States into the Union.
8. Resolved, that the Rule for naturalization ought to be the same in every State.
9. Resolved, that a Citizen of one State committing an offence in another State of the Union, shall be deemed guilty of the same offence, as if it had been committed by a Citizen of the State in which the Offence was committed.

New Jersey Plan, 1787

1. Define the word “resolved.”

2. What state rights are being guaranteed in this portion of the *New Jersey Plan*?

3. Which state right has a direct connection with the people of the Constitutional era? Why?

Name: _____ Date: _____ Hour: _____

Document C

Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

Constitution of the United States, 1787

1. How is Section 8 of the Constitution serving the needs of the people? Use several examples from the text to support your answer.

2. Give a specific example when our current government has enacted this section of the Constitution. Explain whether or not the needs of the people are being served.



Name: _____ Date: _____ Hour: _____

Document D

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Bill of Rights, 1787

1. Explain the rights guaranteed in the First Amendment.

2. Justify the reasoning behind the Second, Third, and Fourth Amendments.

3. Why would the nation want a Bill of Rights during this time period?

Name: _____ Date: _____ Hour: _____

Document E

WHEN the people of America reflect that they are now called upon to decide a question, which, in its consequences, must prove one of the most important that ever engaged their attention, the propriety of their taking a very comprehensive, as well as a very serious, view of it, will be evident.

Nothing is more certain than the indispensable necessity of government, and it is equally undeniable, that whenever and however it is instituted, the people must cede to it some of their natural rights in order to vest it with requisite powers. It is well worthy of consideration therefore, whether it would conduce more to the interest of the people of America that they should, to all general purposes, be one nation, under one federal government, or that they should divide themselves into separate confederacies, and give to the head of each the same kind of powers which they are advised to place in one national government.

Concerning Dangers from Foreign Force and Influence, 1787
Federalist Papers: No. 2
John Jay

1. Describe what John Jay means when he states that “the people must cede to it some of their natural rights in order to vest it with requisite powers.”

2. What is the decision the people must make when it comes to the structure of the government?

3. Are the needs of the people today being met in accordance with this document? Why or why not?

Name: _____ Date: _____ Hour: _____

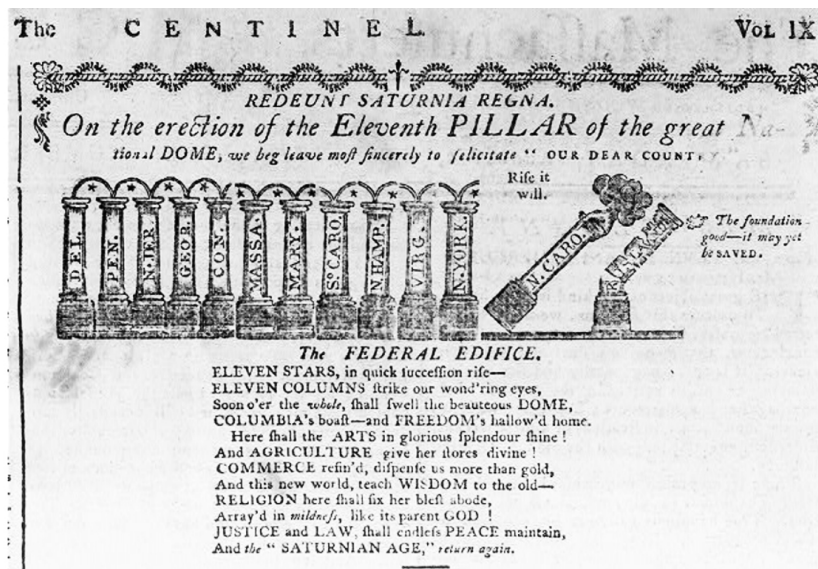
Document F

We are hardly recovered from a long and distressing war: The farmers, fishmen, &c. have not yet fully repaired the waste made by it. Industry and frugality are again assuming their proper station. Private debts are lessened, and public debts incurred by the war have been, by various ways, diminished; and the public lands have now become a productive source for diminishing them much more. I know uneasy men, who wish very much to precipitate, do not admit all these facts; but they are facts well known to all men who are thoroughly informed in the affairs of this country. It must, however, be admitted, that our federal system is defective, and that some of the state governments are not well administered; but, then, we impute to the defects in our governments many evils and embarrassments which are most clearly the result of the late war.

Letters from the Federal Farmer, October 8, 1787
Richard Henry Lee

1. Why might Richard Henry Lee disagree with the creation of the Constitution?

Document G



Courtesy of Library of Congress, LC-USZ62-45591

The Federal Pillars, 1788
Massachusetts Sentinel

1. Why are there only 11 pillars standing?

Name: _____ Date: _____ Hour: _____

2. How do you think readers of the *Massachusetts Sentinel* respond to this article?

Document H



Photo: Katherine Wetzel © Virginia Museum of Fine Arts

Washington as Statesman at the Constitutional Convention, 1856
Junius Brutus Stearns
Virginia Museum of Fine Arts, Richmond. Gift of Edgar William and
Bernice Chrysler Garbisch.

1. Do the men in the painting accurately represent the people when it comes to the creation of a Constitution?

SECTION 2

ESSAY TOPIC:

During the creation of the United States Constitution, why were the needs of the general population so vital?

Name: _____ Date: _____ Hour: _____

DBQ 7: HIS MAJESTY GEORGE WASHINGTON?

Historical Background

During the Revolutionary War, the news of General George Washington's heroic deeds spread across the country. This helped him to win the first presidential election in 1789. He was the only president in history to obtain all of the electoral votes for two terms. With a new responsibility on his hands, Washington endeavored to create an effective government. Although the Constitution had been established, it still did not provide a precise outline for governing a new nation. While in office, he stayed cautious about not imitating his British predecessors. His biggest concern was to attend to the wants of the American people. In fact, Congress offered him a salary of \$25,000 a year, and he rejected it at first. Washington had his own wealth and was prepared to be a servant leader. Yet, the representatives in Congress convinced him to accept the offer because they did not want the rest of the nation believing that only a rich man could become president. With complete integrity, Washington helped to mold the nation. His legacy includes the cabinet system, the inaugural address, the title of "Mr. President," and keeping the neutrality of the country during the French Revolution. Washington's actions would set the precedent for the future succession of presidents.

SECTION 1

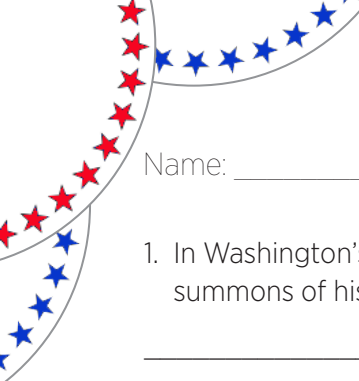
QUESTION: How effective was George Washington as the first president of the United States?

The following documents will examine the effectiveness of George Washington as the first president of the United States. Analyze each document carefully, and answer the question or questions that follow.

Document A

Among the vicissitudes incident to life no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the 14th day of the present month. On the one hand, I was summoned by my Country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years—a retreat which was rendered every day more necessary as well as more dear to me by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time. On the other hand, the magnitude and difficulty of the trust to which the voice of my country called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence one who (inheriting inferior endowments from nature and unpracticed in the duties of civil administration) ought to be peculiarly conscious of his own deficiencies. In this conflict of emotions all I dare aver is that it has been my faithful study to collect my duty from a just appreciation of every circumstance by which it might be affected.

First Inaugural Speech, 1789
George Washington



Name: _____ Date: _____ Hour: _____

1. In Washington's first inaugural speech, why does he say he was, at first, hesitant to meet the summons of his country? Use specific examples from the passage as support.

2. How would this speech influence American thoughts or judgments about Washington as a new leader?

Document B

SEC. 8. And be it further enacted, That the justices of the Supreme Court, and the district judges, before they proceed to execute the duties of their respective offices, shall take the following oath or affirmation, to wit: "I, A. B., do solemnly swear or affirm, that I will administer justice without respect to persons, and do equal right to the poor and to the rich, and that I will faithfully and impartially discharge and perform all the duties incumbent on me as , according to the best of my abilities and understanding, agreeably to the constitution, and laws of the United States. So help me God."

Federal Judiciary Act, 1789

1. According to the Federal Judiciary Act, what principles are judges expected to act upon?

2. The Federal Judiciary Act was signed into law by George Washington. What does this suggest about his leadership as president?

Name: _____ Date: _____ Hour: _____

Document C



Courtesy of the Library of Congress, LC-USZ62-86287

George Washington, 1788-1792

1. Why is Washington standing beside a pillar?

2. Which historical period does this sculpture emulate? Why?

3. Why does the sculptor choose to utilize George Washington as the subject for this sculpture?



Name: _____ Date: _____ Hour: _____

Document D

In looking forward to the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country for the many honors it has conferred upon me; still more for the steadfast confidence with which it has supported me; and for the opportunities I have thence enjoyed of manifesting my inviolable attachment, by services faithful and persevering, though in usefulness unequal to my zeal. If benefits have resulted to our country from these services, let it always be remembered to your praise, and as an instructive example in our annals, that under circumstances in which the passions, agitated in every direction, were liable to mislead, amidst appearances sometimes dubious, vicissitudes of fortune often discouraging, in situations in which not unfrequently want of success has countenanced the spirit of criticism, the constancy of your support was the essential prop of the efforts, and a guarantee of the plans by which they were effected.

President George Washington's Farewell Address, 1796
George Washington

1. How does George Washington express his feelings toward America in this passage?

2. What does Washington mean when he states, "the constancy of your support was the essential prop of the efforts, and a guarantee of the plans by which they were effected"?

Name: _____ Date: _____ Hour: _____

Document E

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent Powers;

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those Powers respectfully; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

And I do hereby also make known, that whatsoever of the citizens of the United States shall render himself liable to punishment or forfeiture under the law of nations, by committing, aiding, or abetting hostilities against any of the said Powers, or by carrying to any of them those articles which are deemed contraband by the modern usage of nations, will not receive the protection of the United States, against such punishment or forfeiture; and further, that I have given instructions to those officers, to whom it belongs, to cause prosecutions to be instituted against all persons, who shall, within the cognizance of the courts of the United States, violate the law of nations, with respect to the Powers at war, or any of them.

Proclamation of Neutrality, April 22, 1793
George Washington

1. What is Washington's position on the "state of war" happening in Europe?

2. If any American citizen aids any of the warring nations, what will be the consequence of their actions?

3. How could Washington's stance in the *Proclamation of Neutrality* have an effect on his presidency?



Name: _____ Date: _____ Hour: _____

Document F

A treaty of peace between the United States of America, and the tribes of Indians called the Wyandots, Delawares, Shawanees, Ottawas, Chippewas, Pattawatimas, Miamis, Eel Rivers, Weas, Kickapoos, Piankeshaws, and Kaskaskias. To put an end to a destructive war, to settle all controversies, and to restore harmony and friendly intercourse between the said United States and Indian tribes...

Art. 1:

Henceforth all hostilities shall cease; peace is hereby established, and shall be perpetual; and a friendly intercourse shall take place between the said United States and Indian tribes.

Art. 2:

All prisoners shall, on both sides, be restored. The Indians, prisoners to the United States, shall be immediately set at liberty. The people of the United States, still remaining prisoners among the Indians, shall be delivered up in ninety days from the date hereof, to the general or commanding officer at Greenville, fort Wayne, or fort Defiance; and ten chiefs of the said tribes shall remain at Greenville as hostages, until the delivery of the prisoners shall be effected.

The Treaty of Greenville, August 3, 1795

1. What are the expectations of the Native American tribes and the United States Army concerning this document?

2. As president of the United States, why would George Washington approve this treaty?

Name: _____ Date: _____ Hour: _____

Document G

8. He possessed the Gift of Silence. This I esteem as one of the most precious Talents.

9. He had great Self Command. It cost him a great Exertion Sometimes, and a constant Constraint, but to preserve So much Equanimity as he did, required a great Capacity.

10. Whenever he lost his temper as he did Sometimes, either Love or fear in those about him induced them to conceal his Weakness from the World. Here you See I have made out ten Talents without saying a Word about Reading Thinking or writing, upon all which Subjects you have Said all that need be Said.

A Letter to Benjamin Rush, November 11, 1807
John Adams

1. How could the “Gift of Silence” be one of Washington’s talents?

2. Why would “Self Command” be necessary when governing a nation?

3. How is George Washington revered in today’s society? Give two specific examples.

SECTION 2

ESSAY TOPIC:

How effective was George Washington as the first president of the United States?

DBQ 8: JEFFERSON BUYS 530 MILLION ACRES

Historical Background

Following the end of the French and Indian War, France had given the Louisiana Territory over to Spain. This land's extent ranged from the Mississippi River to the Rocky Mountains. Yet, Napoleon Bonaparte, in 1800, had convinced Spain to restore this region to French possession. He intended on using the territory as a way to increase the wealth of his country. Countless Americans were alarmed by this transference of power because they believed it would coerce the United States into creating an alliance with Great Britain. Fortunately, by 1803, Bonaparte deserted his thoughts of an empire in America. He decided to sell the Louisiana Territory to the government of the United States. Thomas Jefferson, president of the United States, had some hesitancy about signing a treaty for what would become known as the Louisiana Purchase. Some critics reasoned that buying the land was unconstitutional because the Constitution did not include any terms for obtaining a new territory. Nevertheless, Jefferson chose to move forward with his plans because he declared that the Constitution permitted the president the right to negotiate treaties. At a cost of \$15 million, the United States doubled its magnitude with the Louisiana Purchase. Curious about the recently acquired land, Thomas Jefferson, in 1804, commanded Meriwether Lewis and William Clark to lead an expedition for exploration purposes. Their discoveries would bring forth news from the West and would verify that nationwide travel was possible.

SECTION 1

QUESTION: Was the Louisiana Purchase a worthwhile expense?

The following documents will examine whether the Louisiana Purchase was a worthwhile expense when it occurred. Analyze each document carefully, and answer the question or questions that follow.

Document A

Article I

His Catholic Majesty promises and engages on his part to cede to the French Republic six months after the full and entire execution of the conditions and Stipulations herein relative to his Royal Highness the Duke of Parma, the Colony or Province of Louisiana with the Same extent that it now has in the hand of Spain, & that it had when France possessed it; and Such as it Should be after the Treaties subsequently entered into between Spain and other States.

And whereas in pursuance of the Treaty and particularly of the third article the French Republic has an incontestible title to the domain and to the possession of the said Territory—The First Consul of the French Republic desiring to give to the United States a strong proof of his friendship doth hereby cede to the United States in the name of the French Republic for ever and in full Sovereignty the said territory with all its rights and appurtenances as fully and in the Same manner as they have been acquired by the French Republic in virtue of the above mentioned Treaty concluded with his Catholic Majesty.

Louisiana Purchase Treaty, 1803

Name: _____ Date: _____ Hour: _____

1. List the countries that have had possession of the Louisiana Territory.

2. Why would it be important for the First Consul of the French Republic to show “the United States a strong proof of his friendship”? How could this transaction between both countries be used to their advantage?

Document B



The Lewis and Clark Expedition, 1850
Thomas Burnham

1. Based on this painting, describe the Lewis and Clark Expedition.

2. How does the painting show the value of the Louisiana Purchase?

Name: _____ Date: _____ Hour: _____

Document C

I received your favor of by Mr. Hughes, the bearer of the public despatches from you & Mr. L. The purchase of Louisiana in its full extent, tho' not contemplated is received with warm, & in a manner universal approbation. The uses to which it may be turned, render it a truly noble acquisition. Under prudent management it may be made to do much good as well as to prevent much evil. By lessening the military establishment otherwise requisite or countenanced, it will answer the double purpose of saving expence & favoring liberty. This is a point of view in which the Treaty will be particularly grateful to a most respectable description of our Citizens. It will be of great importance also to take the regulation & settlement of that Territory out of other hands, into those of the U. S. who will be able to manage both for the general interest & conveniency. By securing also the exclusive jurisdiction of the Mississippi to the mouth, a source of much perplexity & collision is effectually cut off.

A Letter to Robert Livingston, July 29, 1803
James Madison

1. According to James Madison, how are people handling the news of the Louisiana Purchase?

2. How did Madison believe the new territory should be managed? Use specific examples from the passage to support your answer.

3. Does this passage justify the merit of adding new territory? Why or why not?

Name: _____ Date: _____ Hour: _____

Document D



Courtesy of Library of Congress, LC-USZ62-17372

Captains Lewis and Clark Holding a Council with the Indians, 1807
Matthew Carey

1. How do the Native Americans appear to be reacting to the presence of Lewis and Clark?

2. What could the extension of Lewis' hand signify?

Name: _____ Date: _____ Hour: _____

Document E

The Indian tribes residing within the limits of the United States, have, for a considerable time, been growing more and more uneasy at the constant diminution of the territory they occupy, although effected by their own voluntary sales: and the policy has long been gaining strength with them, of refusing absolutely all further sale, on any conditions; insomuch that, at this time, it hazards their friendship, and excites dangerous jealousies and perturbations in their minds to make any overture for the purchase of the smallest portions of their land... First: to encourage them to abandon hunting, to apply to the raising stock, to agriculture and domestic manufacture, and thereby prove to themselves that less land and labor will maintain them in this, better than in their former mode of living. The extensive forests necessary in the hunting life, will then become useless, and they will see advantage in exchanging them for the means of improving their farms, and of increasing their domestic comforts. Secondly: to multiply trading houses among them, and place within their reach those things which will contribute more to their domestic comfort, than the possession of extensive, but uncultivated wilds. Experience and reflection will develop to them the wisdom of exchanging what they can spare and we want, for what we can spare and they want.

Secret Message to Congress Regarding the Lewis and Clark Expedition, January 18, 1803
Thomas Jefferson

1. Why do the Native Americans have concerns with the Louisiana Purchase? How can you connect this document with the present-day relationship between Native Americans and our government?

2. In what ways does Thomas Jefferson ask Lewis and Clark to alleviate those concerns? Use specific examples from the passage to support your answer.

3. Explain how this document supports or opposes the acquisition of the Louisiana Territory.

Document F



Lewis and Clark Expedition Map

1. Describe the obstacles the explorers may encounter when traveling across the country.

Document G

This forenoon we passed a large creek on the North side and a small river on the South. About 4 in the afternoon we passed another small river on the South side near the mouth of which some of the men discovered a large brown bear, and six of them went out to kill it. They fired at it; but having only wounded it, it made battle and was near seizing some of them, but they all fortunately escaped, and at length succeeded in dispatching it. These bears are very bold and ferocious; and very large and powerful. The natives say they have killed a number of their brave men. The periogues having gone ahead, while the people belonging to the canoes were dressing the bear, a sudden gust of wind arose, which upset one of the periogues before the sail could be got down. The men who had been on board, turned it again and got it to shore, full of water. It was immediately unloaded and the cargo opened, when we found a great part of the medicine, and other articles spoiled. Here we encamped, having come to day 18 ½ miles.

Journal Entry, May 14, 1805
Patrick Gass

Name: _____ Date: _____ Hour: _____

1. Describe the events that occur on this day of exploration.

2. Does this document support or oppose the value of the Louisiana Purchase as a worthy expense?

Document H

Our vessels consisted of six small canoes and two large pirogues. This little fleet, although not quite so respectable as that of Columbus or Captain Cook, was still viewed by us with as much pleasure as those deservedly famed adventurers ever beheld theirs, and, I daresay, with quite as much anxiety for their safety and preservation. We were now about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never trod. The good or evil it had in store for us was for experiment yet to determine, and these little vessels contained every article by which we were to expect to subsist or defend ourselves. However, as the state of mind in which we are, generally gives the coloring to events, when the imagination is suffered to wander into futurity, the picture which now presented itself to me was a most pleasing one.

Entertaining as I do the most confident hope of succeeding in a voyage which had formed a darling project of mine for the last ten years, I could but esteem this moment of my departure as among the most happy of my life. The party are in excellent health and spirits, zealously attached to the enterprise, and anxious to proceed. Not a whisper or murmur of discontent to be heard among them, but all act in unison and with the most perfect harmony.

To the Yellowstone, April 7, 1805
Meriwether Lewis

1. How is Meriwether Lewis' imagination creating some apprehension for him?

2. What is keeping Lewis motivated despite the uneasiness?



Name: _____ Date: _____ Hour: _____

SECTION

2

ESSAY TOPIC:

Was the Louisiana Purchase a worthwhile expense?

Name: _____ Date: _____ Hour: _____

DBQ 9: GROWING PAINS

Historical Background

During the early 19th century, the prospect of trade and industry changed drastically. It was at this time that the North began to increase industrialization, while, on the other hand, the South experienced rapid agricultural growth. First, in the North, the Industrial Revolution spread from Great Britain to the New England states. This movement enhanced the region's reliance on shipping and trade. In addition, the Industrial Revolution facilitated the need for store-bought merchandise made in factories. Second, in the South, due to the invention of Eli Whitney's cotton gin in 1793, the production of cotton multiplied. Now, plantations would need an increase in labor. From 1790 to 1820, the population of slaves rose from 750,000 to 1.7 million. Consequently, the economic distinctions between the regions would create some strong tensions. Beginning with legislative representation, the North and the South vied for the authority to ratify laws that would promote their part of the country. When a state was labeled as "free" or "slave," the number of votes on one side of the divide increased. Next, the South also detested paying tariffs, as they had a great dependency on foreign goods. In addition, it was a necessity for other nations to be able to buy cotton from the South's plantations. The North, on the other hand, endorsed the tariffs because they compelled American citizens to rely on northern factories. Finally, with states' rights, the South dreaded the fact that the North could possibly authorize laws that would affect slavery. At this point in time, many people began to question the unity of the country.

SECTION 1

QUESTION: Were the North and the South incapable of setting aside economic differences in order to establish harmony in the early 19th century?

The following documents will examine whether the North and South were incapable of setting aside economic differences in order to establish harmony in the early 19th century. Analyze each document carefully, and answer the question or questions that follow.

Document A



Courtesy of US Census Bureau

Distribution of Population Map, 1820

1. How would you describe the trend of population density according to this map?

2. How could this trend affect the North and the South in regards to number of votes needed in order to pass a national law?

3. Based on this map, describe the relationship between the two regions.

Name: _____ Date: _____ Hour: _____

Document B

We are great, and rapidly—I was about to say fearfully—growing. This is our pride and danger, our weakness and our strength... We are under the most imperious obligations to counteract every tendency to disunion...Whatever impedes the intercourse of the extremes with this, the centre of the republic, weakens the union...

John C. Calhoun, February 1817

1. What does John C. Calhoun claim is the problem with the United States? What is his solution?

2. How could the North and the South heed his advice?

3. Explain one example of a current issue based on regional differences in the United States.



Name: _____ Date: _____ Hour: _____

Document C

Under this Constitution our commerce has been wisely regulated with foreign nations and between the States; new States have been admitted into our Union; our territory has been enlarged by fair and honorable treaty, and with great advantage to the original States; the States, respectively protected by the National Government under a mild, parental system against foreign dangers, and enjoying within their separate spheres, by a wise partition of power, a just proportion of the sovereignty, have improved their police, extended their settlements, and attained a strength and maturity which are the best proofs of wholesome laws well administered. And if we look to the condition of individuals what a proud spectacle does it exhibit! On whom has oppression fallen in any quarter of our Union? Who has been deprived of any right of person or property? Who restrained from offering his vows in the mode which he prefers to the Divine Author of his being? It is well known that all these blessings have been enjoyed in their fullest extent; and I add with peculiar satisfaction that there has been no example of a capital punishment being inflicted on anyone for the crime of high treason.

First Inaugural Address, March 4, 1817
James Monroe

1. List some of the benefits that the Constitution provides for each state.

2. How could James Monroe's attitude shape the relationship between Northern and Southern states?

Name: _____ Date: _____ Hour: _____

Document D



Fourth of July Celebration in Centre Square, 1819
John Lewis Krimmel

1. Does this painting show unity in dealing with economic differences in order to establish harmony? Explain why or why not.



Name: _____ Date: _____ Hour: _____

Document E

Sir, I am convinced that it would be... unjust, to aggravate the burdens of the people for the purpose of favoring the manufacturers; for this government created and gave power to Congress to regulate commerce and equalize duties on the whole of the United States, and not to lay a duty but with a steady eye to revenue. With my goodwill, sir, [no] one interest in the country [should be] sacrificed by the management of taxation to another... The agriculturalists bear the whole brunt of the war and taxation, and remain poor, while the others run in the ring of pleasure, and fatten upon them.

John Randolph, 1816

1. How are the manufacturers being favored in this passage?

2. In John Randolph's opinion, what has happened to the Northerners and the Southerners? Use specific examples from the passage to support your answer.

3. How does this belief concern the rapport between the two regions in the United States?

Name: _____ Date: _____ Hour: _____

Document F

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That the inhabitants of that portion of the Missouri territory included within the boundaries herein after designated, be, and they are hereby, authorized to form for themselves a constitution and state government, and to assume such name as they shall deem proper; and the said state, when formed, shall be admitted into the Union, upon an equal footing with the original states, in all respects whatsoever.

Missouri Compromise, 1820

1. According to the document, what is the Missouri Compromise authorizing?

2. Why would this document be a foundation for states' rights involving the North and the South?

Document G



Growth of Slavery and Cotton in America, 1790-1860

1. Describe the relationship between the bars in this chart.



Name: _____ Date: _____ Hour: _____

2. How do these statistics impact the relationship between the Northerners and the Southerners?

Document H

I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper.

A Letter to John Holmes Monticello, April 22, 1820
Thomas Jefferson

1. Which historical document is Thomas Jefferson referencing?

2. How does this letter help to answer the following question: "Were the North and the South incapable of setting aside economic differences in order to establish harmony in the early 19th century?"

SECTION

2

ESSAY TOPIC:

Were the North and the South incapable of setting aside economic differences in order to establish harmony in the early 19th century?

Name: _____ Date: _____ Hour: _____

DBQ 10: WHEN SMOKESTACKS WERE BEAUTIFUL

Historical Background

Andrew Jackson was unanimously chosen as a presidential candidate at a political convention in Pennsylvania in 1824. Although Jackson had clearly earned the popular vote against John Quincy Adams, he did not win the electoral vote. These results led to the House of Representatives making the final choice by selecting Adams as the next president. Once Adams was in office, rumors of a suspected deal with Henry Clay began to surface. The deal would guarantee Henry Clay's new role as Secretary of State in return for his helping John Quincy Adams to become president. This arrangement caused resentment that led to the split of the Democratic-Republican Party into two separate entities and the re-nomination of Andrew Jackson in 1828. Jackson deemed this the "Corrupt Bargain" that had robbed him of the people's choice for president. When the 1828 presidential campaign arrived, supporters of John Quincy Adams painted a portrait of Andrew Jackson as a Napoleon-like dictator who pillaged American soil. Furthermore, they revealed the events of his past by reporting on his friendship with Aaron Burr, the attacks Jackson led on Spanish-controlled Florida, the execution of six militia troops, the bigamy of his wife, and the duels and fights he had participated in. Meanwhile, Jackson's campaign fired back by stating that Adams had acted as a privileged leader who sought to increase the authority of the government and protecting the wealthy class of the country. On the other hand, they worked to shed positive light on Andrew Jackson's proposals for support of the common man, financial reform, and restructuring the government. By the fall of 1828, Jackson had won a tremendous amount of public support and he became the seventh president of the United States.

SECTION

1

QUESTION: How did the presidential campaign of 1828 reveal the character of Andrew Jackson?

The following documents will examine how the presidential campaign of 1828 revealed the character of Andrew Jackson. Analyze each document carefully, and answer the question or questions that follow.



Name: _____ Date: _____ Hour: _____

Document A

And who is the man upon whose devoted head these minion of power have thus poured forth the streams of calumny? It is Andrew Jackson who at the age of fourteen entered the revolutionary army and at that early day consecrated his life to the service of his country--It is he who an orphan boy at the close of the revolution, devoted himself to the study of the law and by his own efforts unassisted but by the native strength of his mind, the energy of his character and the integrity of his heart, rose to the first rank in his profession. A Senator in the Congress of the United States... of which Mr. Jefferson was only assured when he could write, "General Jackson is true to his country"--It is he who accepted a commission in the army at the commencement of the war of 1812--who being ordered to march to New Orleans and defend the southern country, obeyed the command--proceeded thither almost alone--collected the *materiel* of an army--pledged his own estates to raise the necessary funds--supplied his soldiers with arms, ammunition, provisions, clothing, organised and disciplined them--awed the disaffected and treacherous; cheered the droop'ng spirits of the people--inspired confidence wherever he appeared--and finally with his few but brave companions met the enemy--and the battle of the 8th of January ranks with the field of Marathon.

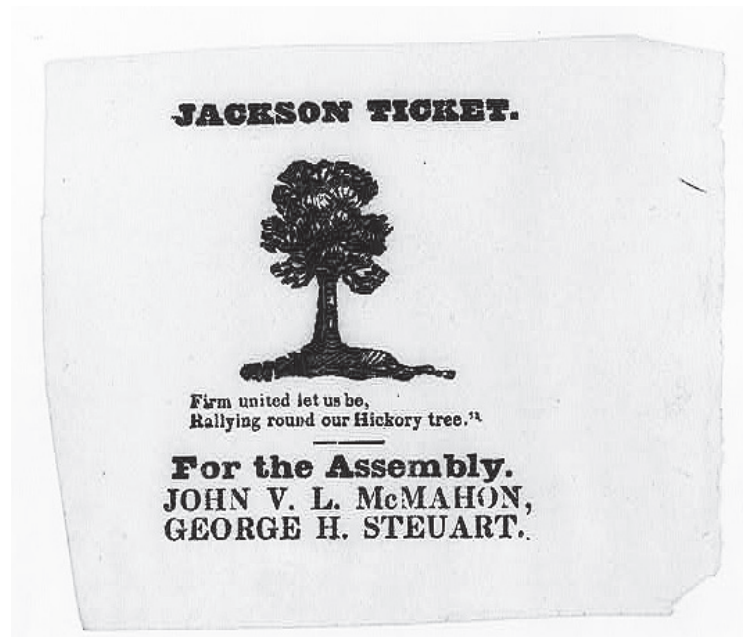
Address of the General Committee of Republican Young Men of the City of New York, 1828

1. How did Andrew Jackson serve his country? Use several pieces of evidence from the text as support.

2. How does this passage divulge the reputation of Andrew Jackson?

Name: _____ Date: _____ Hour: _____

Document B



Courtesy of the Library of Congress, LC-USZ61-1453

Jackson Ticket, 1828

1. Why does a hickory tree represent Andrew Jackson in this ticket?

2. How does this propaganda aid Jackson's campaign?

3. How is propaganda used to support a president's campaign today?

Name: _____ Date: _____ Hour: _____

Document C

During the last year, a charge of *negro trading* was preferred against Gen. Jackson in one of the Kentucky papers. This charge, the editors of the Republican, in their usual *temperate* style, pronounced an *infamous falsehood*. A few days subsequent to this denial, I was informed by a gentleman of this place of some circumstances which tended to establish the fact, and a short time after, whilst looking over some old bank books, which had been lying in the Nashville bank almost unnoticed for *twelve or fifteen years*, I laid my hands on one belonging to Gen. Jackson, in which his account with the bank has been made up and settled, and which had been left there before I went into the bank. I am not aware that it was left in bank under any other than ordinary circumstances, that is, for settlement, and after being written up, was never called for. In the first page of this book was a memorandum of the character alluded to in the Republican, the tenor of which satisfied me of the fact, that the General was concerned with Coleman and Green in trading in negroes. This memorandum I did “exhibit” to five or six persons, amongst whom was *a firm and decided friend of Gen. Jackson*. The exhibition of this paper or memorandum was not made with any design of injuring Gen. Jackson in public estimation, or producing any effect whatever upon the approaching election; but for the purpose of showing to those few individuals, that the editors of the Republican, in their great zeal to serve their friend and patron, had been too hasty in their denial, and that there were some grounds at least for the charge.

Jackson a Negro Trader, July 14, 1828
Boyd McNairy

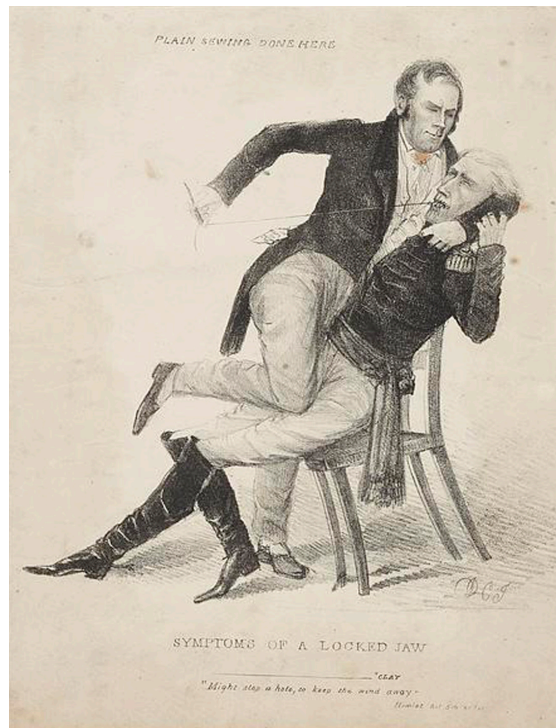
1. According to the document, what accusation was made about Andrew Jackson? How was this information suppressed?

2. How did Boyd McNairy expose the truth?

3. How could this document impact the integrity of Jackson?

Name: _____ Date: _____ Hour: _____

Document D



Courtesy of the
Library of Congress, LC-DIG-ds-00856

Symptoms of a Locked Jaw, 1834
David Claypoole Johnston

1. The two figures in this political cartoon are Henry Clay and Andrew Jackson. What is Clay doing to Jackson? Why?

2. How would this political cartoon affect public opinion of Andrew Jackson?



Name: _____ Date: _____ Hour: _____

Document E

CAN we vote for the man who openly sets the laws of the Great Jehovah at defiance, thereby showing a bad example to our children? Some few Sundays past, Mr. Adams passed through Providence galloping and running his horse, and at every tavern stopping to receive the salutes and huzzas of the federal party. I have always been an Adams man, until he violated and trampled on the laws of God; now my conscience forbids my supporting him. I therefore shall choose ANDREW JACKSON, one who keeps holy the Sabbath day.

Immorality, September 8, 1828
Kittery Point

1. What is the conflict with John Quincy Adams and Christianity?

2. How does this document shed light on the moral fiber of Andrew Jackson?

Document F

The first act which fixed my attention on this part of the General's conduct, was the article in the treaty made with the Creek Indians, which ceded to Gen. Jackson himself, a body of land several miles square, and of great value. Gen. Jackson himself had just finished his war of "extermination" against that miserable tribe, in which so many of their men, women and children fell victims. His biographer (Eaton) states that the friendly Creek chiefs were the most loud in their complaints. In this treaty an article was inserted vesting in the General himself this body of land. It has been asked if this grant was made by the Indians in "return for his tender mercies to their name and race?" This extraordinary article was laid by President Madison before the Senate of the U. States. It was humiliating to human nature to see a public agent thus grasping, corruptly and publicly too, the property acquired by the efforts of the nation. The senate treated this grant with contempt; it was not sanctioned by that body. This act alone of Gen Jackson's stands like a rock which can never be shook. The Declaration of Independence itself does not rest on more solid and everlasting proofs.

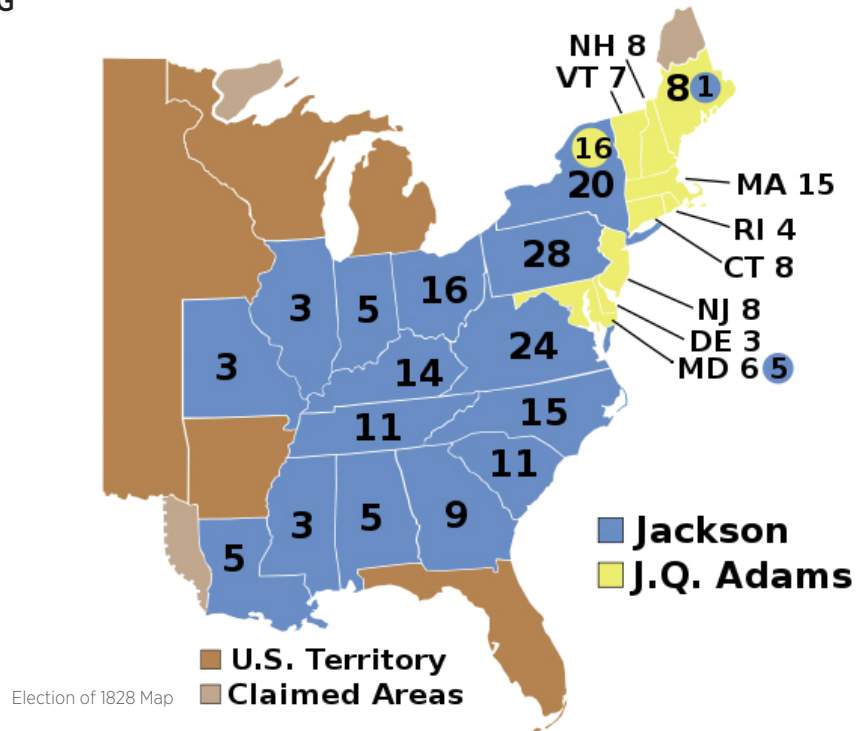
To the Public, October 8, 1828
James Jackson

1. What transgressions has Jackson committed against the Creek tribe? Use evidence from the document to support your answer.

Name: _____ Date: _____ Hour: _____

2. What is implied about General Jackson's behavior when the passage states, "It was humiliating to human nature to see a public agent thus grasping, corruptly and publicly too, the property acquired by the efforts of the nation"?

Document G



1. This map represents the number of electoral votes earned by each candidate in 1828. What is an electoral vote?
-
-
-
-
2. Make an inference as to why Adams earned most of the votes in the Northeast and why Jackson earned most of the votes in the Midwest and in the South.
-
-
-
-
3. What does the map tell you about the appeal of Andrew Jackson?
-
-
-
-



Name: _____ Date: _____ Hour: _____

Document H

And can we select a more suitable character than Gen. Andrew Jackson?

Can we find the same qualifications of the pen and sword, embodied in any of the other candidates?

Can we discover the same talents, judicial and civil, united in any of his competitors?

His judicial knowledge is accredited, by the very fact, that the government of *ten millions of freemen* gave him the charge of settling a disputed territory. It is unnecessary to descant upon the various duties which he there performed--such services are most correctly appreciated by those, who best know how arduous is the task imposed.

Nor is this the only case in which General Jackson has been occupied. A variety of circumstances have contributed to bring him forward, in behalf of his country, in which, as a complete diplomatist, he has acquitted himself to his own honour, and to the satisfaction of the general government.

To the Free Voters of the State of Maryland, October 1828

1. What does it mean when General Andrew Jackson has “the same qualities of pen and sword”?

2. How has he earned recognition as a remarkable individual according to this document?

SECTION 2

ESSAY TOPIC:

How did the presidential campaign of 1828 reveal the character of Andrew Jackson?

DBQ 11: THE RACE WARS CONTINUE

Historical Background

As the need to acquire new land for settling, farming, and resources started to rise, the American government produced a solution that would alter the course of history for Native Americans. In 1830, the Indian Removal Act had been agreed upon by Congress and President Andrew Jackson. This decree gave the government the finances to settle treaties that would coerce Native Americans to move from their ancestral lands in the East to unoccupied land in the West. Unfortunately, countless tribes had no choice but to sign the treaties. In spite of this, the Cherokee tribe refused to comply and decided to bring their case to court. With *Worcester v. Georgia*, in 1832, the Supreme Court ruling dictated that the state of Georgia could not impose its laws upon the Cherokee Nation. Furthermore, any invasions of Cherokee land by the state would be considered unlawful. Andrew Jackson rejected the verdict. As a matter of fact, over the course of the next few years, the national military became responsible for collecting all of the Cherokee people and driving them westward. The largest removal of Native Americans began in the fall of 1838. Men, women, and children were placed into crowds of 1,000 and were expected to make an 800-mile trek across the country. Unable to withstand the brutal winter season, many Cherokee died before reaching their destination. Sadly, what became known as the Trail of Tears managed to wipe out over 25% of the Cherokee population. The ideas of life, liberty, and the pursuit of happiness recognized in the Declaration of Independence seemed to have vanished.

SECTION 1

QUESTION: How did the removal of Native Americans defy the ideas established in the Declaration of Independence?

The following documents will examine how the removal of Native Americans defied the ideas established in the Declaration of Independence. Analyze each document carefully, and answer the question or questions that follow.

Document A

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Declaration of Independence, July, 4, 1776

1. According to the Declaration of Independence, what is supposed to be guaranteed to all men?



Name: _____ Date: _____ Hour: _____

2. What should happen when the government cannot “secure these rights”?

Document B

Sec. 5. And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

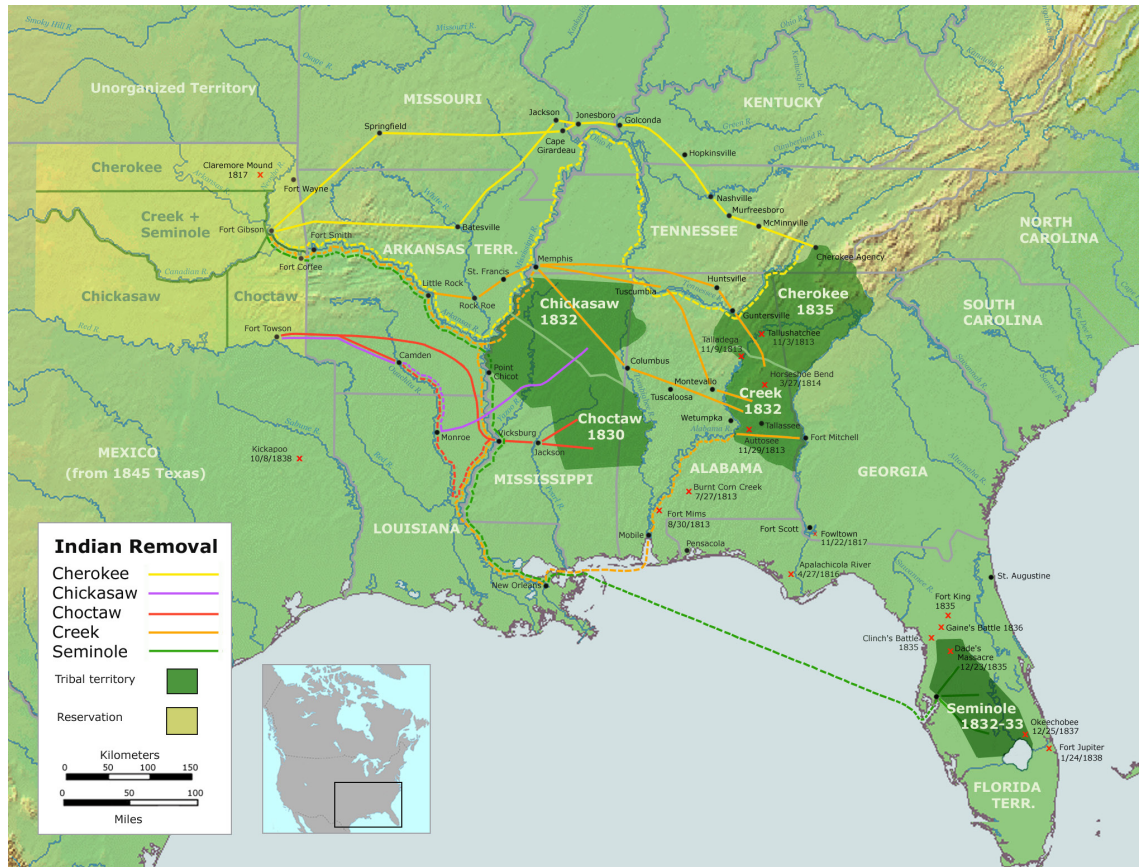
Sec. 6. And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

Indian Removal Act, 1830

1. Once the tribes are in the process of moving out West, what is the president supposed to guarantee on their journey? What happened after they had settled themselves in the new territory?

2. Does the Indian Removal Act of 1830 uphold the Declaration of Independence? Why or why not?

Document C



Indian Removal Map, 1830-1840

1. Which states are the Native Americans being removed from?

2. How could the new territory be different from their ancestral lands, judging by the geography of the map?

3. Keeping the geographical differences in mind, how could the elimination of tribal lands in the east breach the principles of the Declaration of Independence?

Name: _____ Date: _____ Hour: _____

Document D

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

Message to Congress 'On Indian Removal,' 1830
Andrew Jackson

1. How does President Andrew Jackson personally feel about the Indian Removal Act, according to the first portion of this document?

2. What advantages does he offer in response to this piece of legislation? Use several pieces of evidence from the text as support.

3. Are Jackson's viewpoints aligned with the Declaration of Independence? Why or why not?

Name: _____ Date: _____ Hour: _____

Document E

WHEREAS the Cherokees are anxious to make some arrangements with the Government of the United States whereby the difficulties they have experienced by a residence within the settled parts of the United States under the jurisdiction and laws of the State Governments may be terminated and adjusted; and with a view to reuniting their people in one body and securing a permanent home for themselves and their posterity in the country selected by their forefathers without the territorial limits of the State sovereignties, and where they can establish and enjoy a government of their choice and perpetuate such a state of society as may be most consonant with their views, habits and condition; and as may tend to their individual comfort and their advancement in civilization.

And whereas on such submission the Senate advised “that a sum not exceeding five millions of dollars be paid to the Cherokee Indians for all their lands and possessions east of the Mississippi river.” And whereas this delegation after said award of the Senate had been made, were called upon to submit propositions as to its disposition to be arranged in a treaty which they refused to do, but insisted that the same “should be referred to their nation and there in general council to deliberate and determine on the subject in order to ensure harmony and good feeling among themselves.”

Treaty of New Echota, December 29, 1835

1. In reference to the first portion of the Treaty of New Echota, how would Native Americans benefit from relocation?

2. What is to be given in exchange for the Native Americans’ ancestral lands?

3. Does this payment amount to the equality of all men? Why or why not?

Name: _____ Date: _____ Hour: _____

Document F



HISTORICAL CARICATURE OF THE CHEROKEE NATION.

Courtesy of the Library of Congress, LC-USZ62-89733

Historical Caricature of the Cherokee Nation

1. What is happening to the Cherokee Nation in this image?

2. How is the government failing to enforce the ideas in Declaration of Independence in this image?

3. How have our present-day views about Native Americans evolved or stayed the same since the 1830s?

Name: _____ Date: _____ Hour: _____

Document G

And now it is presented to us as a treaty, ratified by the Senate, and approved by the President [Andrew Jackson], and our acquiescence in its requirements demanded, under the sanction of the displeasure of the United States, and the threat of summary compulsion, in case of refusal. It comes to us, not through our legitimate authorities, the known and usual medium of communication between the Government of the United States and our nation, but through the agency of a complication of powers, civil and military.

By the stipulations of this instrument, we are despoiled of our private possessions, the indefeasible property of individuals. We are stripped of every attribute of freedom and eligibility for legal self-defence. Our property may be plundered before our eyes; violence may be committed on our persons; even our lives may be taken away, and there is none to regard our complaints. We are denationalized; we are disfranchised. We are deprived of membership in the human family! We have neither land nor home, nor resting place that can be called our own. And this is effected by the provisions of a compact which assumes the venerated, the sacred appellation of treaty.

Cherokee Letter Protesting the Treaty of New Echota, September 28, 1836
Chief John Ross

1. How is the Treaty of New Echota being enforced?

2. What rights have the Cherokee been stripped of according to Chief John Ross? Use several pieces of evidence from the text as support.



Name: _____ Date: _____ Hour: _____

Document H

The Cherokees are nearly all prisoners. They have been dragged from their houses, and encamped at the forts and military posts, all over the nation. In Georgia, especially, multitudes were allowed no time to take any thing with them except the clothes they had on. Well-furnished houses were left prey to plunderers, who, like hungry wolves, follow in the trail of the captors. These wretches rifle the houses and strip the helpless, unoffending owners of all they have on earth.

A Baptist Missionary Account, 1838

1. How have the Cherokee been removed from their homes?

2. How is the government not adhering to the standards of the Declaration of Independence in this situation?

**SECTION
2**

ESSAY TOPIC:

How did the removal of Native Americans defy the ideas established in the Declaration of Independence?

DBQ 12: AMERICA AT A CROSSROADS

Historical Background

While several presidents launched strategies to increase the size of the United States, American pioneers traveled into the Northwest Territory and then worked their way farther west. Following the War of 1812, a small number of people went on journeys beyond the eastern coastline of the United States. Yet, by the 1840s, the desire to expand captivated the nation. Numerous pioneers started to accept the belief that relocating westward was God's command. Furthermore, this idea of Manifest Destiny also served as the platform for government expansion into Mexican, Native American, and European territories. Aside from a vision of predestination, Americans had additional reasons for traveling to new territory. First, the settlers wanted to develop farms to raise livestock and grow crops. Second, as the western population began to increase, industrialists and merchants flocked to new towns to set up trade and commerce. Third, the settlers wanted to leave their old lives behind to begin a new adventure in what seemed to be a different world. Unfortunately, this westward expansion would cause a rivalry with nations that had already occupied the land. As a product of this struggle, the United States would eventually gain power over what would become a country comprised of 48 states, not including Alaska and Hawaii.

SECTION 1	QUESTION: What merits and limitations did the nation experience during its westward expansion?
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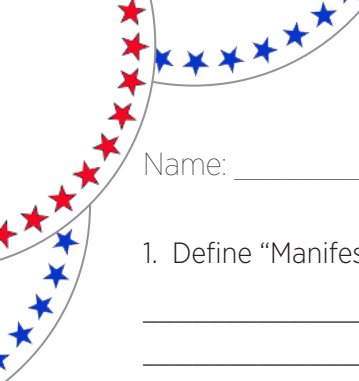
The following documents will examine the merits and limitations experienced by the United States during its westward expansion. Analyze each document carefully, and answer the question or questions that follow.

Document A



Courtesy of the Library of Congress, LC-USZ62-737

Manifest Destiny, 1872
John Gast



Name: _____ Date: _____ Hour: _____

1. Define “Manifest Destiny.”

2. Explain how this painting represents the experience of settlers progressing westward.

Document B

After Laramie we entered the great American desert, which was hard on the teams. Sickness became common. Father and the boys were all sick, and we were dependent for a driver on the Dutch doctor who set my leg. He offered his services and was employed, but though an excellent surgeon, he knew little about driving oxen. Some of them often had to rise from their sick beds to wade streams and get the oxen safely across. One day four buffalo ran between our wagon and the one behind. Though feeble, father seized his gun and gave chase to them. This imprudent act prostrated him again, and it soon became apparent that his days were numbered. He was fully conscious of the fact, but could not be reconciled to the thought of leaving his large and helpless family in such precarious circumstances. The evening before his death we crossed Green River and camped on the bank. Looking where I lay helpless, he said: “Poor child! What will become of you?” Captain Shaw found him weeping bitterly. He said his last hour had come, and his heart was filled with anguish for his family. His wife was ill, the children small, and one likely to be a cripple. They had no relatives near, and a long journey lay before them. In piteous tones he begged the Captain to take charge of them and see them through. This he stoutly promised. Father was buried the next day on the banks of Green River. His coffin was made of two troughs dug out of the body of a tree, but next year emigrants found his bleaching bones, as the Indians had disinterred the remains.

Across the Plains in 1844, 1860
Catherine Sager Pringle

1. According to this document, how has pioneer life affected Catherine Sager Pringle? Use several examples from the text as support.

Name: _____ Date: _____ Hour: _____

Document C

ARTICLE I.

The Republic of Texas, acting in conformity with the wishes of the people and every department of its government, cedes to the United States all its territories, to be held by them in full property and sovereignty, and to be annexed to the said United States as one of their Territories, subject to the same constitutional provisions with their other Territories. This cession includes all public lots and squares, vacant lands, mines, minerals, salt lakes and springs, public edifices, fortifications, barracks, ports and harbours, navy and navy-yards, docks, magazines, arms, armaments and accoutrements, archives and public documents, public funds debts, taxes and dues unpaid at the time of the exchange of the ratifications of this treaty.

ARTICLE II.

The citizens of Texas shall be incorporated into the Union of the United States, maintained and protected in the free enjoyment of their liberty and property and admitted, as soon as may be consistent with the principles of the federal constitution, to the enjoyment of all the rights, privileges and immunities of citizens of the United States.

The Treaty of Annexation-Texas, April 12, 1844

1. With the annexation of Texas, what is granted to the national government in Article I?

2. What is guaranteed to Texan citizens in Article II?

3. How does the annexation of Texas help or hinder the national government?



Name: _____ Date: _____ Hour: _____

Document D

The cup of forbearance had been exhausted even before the recent information from the frontier of the Del Norte. But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate with decision the honor, the rights, and the interests of our country...

In further vindication of our rights and defense of our territory, I invoke the prompt action of Congress to recognize the existence of the war, and to place at the disposition of the Executive the means of prosecuting the war with vigor, and thus hastening the restoration of peace...

Message on War with Mexico, May 11, 1846
James K. Polk

1. What are the conflicts with Mexico?

2. What plea does James K. Polk make with Congress in response to such conflicts?

3. Explain how this message could influence several groups of people out west.

Name: _____ Date: _____ Hour: _____

Document E



Gold Rush Photograph, 1852

1. Why are these Irish and Asian immigrants pursuing the California Gold Rush?

2. How does this event shape the state of California?



Name: _____ Date: _____ Hour: _____

Document F

Many, very many, that come here meet with bad success & thousands will leave their bones here. Others will lose their health, contract diseases that they will carry to their graves with them. Some will have to beg their way home, & probably one half that come here will never make enough to carry them back. But this does not alter the fact about the gold being plenty here, but shows what a poor frail being man is, how liable to disappointments, disease & death.

There is a good deal of sin & wickedness going on here, Stealing, lying, Swearing, Drinking, Gambling & murdering. There is a great deal of gambling carried on here. Almost every public House is a place for Gambling, & this appears to be the greatest evil that prevails here. Men make & lose thousands in a night, & frequently small boys will go up & bet \$5 or 10—& if they lose all, go the next day & dig more. We are trying to get laws here to regulate things but it will be very difficult to get them executed.

A Letter from a Gold Miner, 1850
S. Shufelt

1. Describe Shufelt's life as a gold miner. Use several examples from the text as support.

2. Why do you think Shufelt believes it would be difficult to regulate and execute gambling laws? What type of gambling laws exist in today's society?

Name: _____ Date: _____ Hour: _____

Document G

THE PRESIDENT has said he does not expect to hold Mexican territory by conquest. Why then conquer it? Why waste thousands of lives and millions of money fortifying towns and creating governments, if, at the end of the war, you retire from the graves of your soldiers and the desolated country of your foes, only to get money from Mexico for the expense of all your toil and sacrifice? Who ever heard, since Christianity was propagated among men, of a nation taxing its people, enlisting its young men, and marching off two thousand miles to fight a people merely to be paid for it in money? What is this but hunting a market for blood, selling the lives of your young men, marching them in regiments to be slaughtered and paid for like oxen and brute beasts?

On the Mexican War, 1847
Thomas Corwin

1. What accusations are being made against President Polk in this document?

2. How can this document be correlated with the anti-war views of citizens in today's society? Which current events support your answer?

Document H

ARTICLE I

There shall be firm and universal peace between the United States of America and the Mexican Republic, and between their respective countries, territories, cities, towns, and people, without exception of places or persons.

ARTICLE II

Immediately upon the signature of this treaty, a convention shall be entered into between a commissioner or commissioners appointed by the General-in-chief of the forces of the United States, and such as may be appointed by the Mexican Government, to the end that a provisional suspension of hostilities shall take place, and that, in the places occupied by the said forces, constitutional order may be reestablished, as regards the political, administrative, and judicial branches, so far as this shall be permitted by the circumstances of military occupation.

Treaty of Guadalupe Hidalgo, 1848



Name: _____ Date: _____ Hour: _____

1. Explain the purpose of this treaty.

2. How does this treaty improve or obstruct the relationship between the United States and Mexico?

Document I

The scene was characteristic, for here were represented at one view the most remarkable features of this wild and enterprising region. On the muddy shore stood some thirty or forty dark slavish-looking Spaniards, gazing stupidly out from beneath their broad hats. They were attached to one of the Santa Fe companies, whose wagons were crowded together on the banks above. In the midst of these, crouching over a smoldering fire, was a group of Indians, belonging to a remote Mexican tribe. One or two French hunters from the mountains with their long hair and buckskin dresses, were looking at the boat; and seated on a log close at hand were three men, with rifles lying across their knees. The foremost of these, a tall, strong figure, with a clear blue eye and an open, intelligent face, might very well represent that race of restless and intrepid pioneers whose axes and rifles have opened a path from the Alleghenies to the western prairies. He was on his way to Oregon, probably a more congenial field to him than any that now remained on this side [of] the great plains.

Early on the next morning we reached Kansas, about five hundred miles from the mouth of the Missouri. Here we landed and leaving our equipments in charge of my good friend Colonel Chick, whose log-house was the substitute for a tavern, we set out in a wagon for Westport, where we hoped to procure mules and horses for the journey.

It was a remarkably fresh and beautiful May morning. The rich and luxuriant woods through which the miserable road conducted us were lighted by the bright sunshine and enlivened by a multitude of birds. We overtook on the way our late fellow-travelers, the Kansas Indians, who, adorned with all their finery, were proceeding homeward at a round pace; and whatever they might have seemed on board the boat, they made a very striking and picturesque feature in the forest landscape.

The Oregon Trail, 1847
Francis Parkman

1. How does Francis Parkman portray the Oregon Trail? Use examples from the text to justify your answer.

SECTION 2

ESSAY TOPIC:

What merits and limitations did the nation experience during westward expansion?

DBQ 13: THE TRAGIC PRELUDE TO WAR

Historical Background

Since the birth of the United States, the North and South divisions of the country have cultivated diverse cultures, economies, religious values, and traditions. Still, it was the reliance on slave labor that lodged the conflict between both of the regions. On one hand, the South needed the institution of slavery to keep up with the needs of its plantations. On the other hand, the North sustained itself with factories and had a minimal desire for slaves. This growth of industrialization spurred disagreement on behalf of the Northern states and the dispute intensified with the creation of the Compromise of 1850 and the Kansas-Nebraska Act. Both pieces of legislation added new states to the Union. Advocates of slavery believed these laws would provide a chance to establish more slave states. In contrast, adversaries of slavery deemed that the institution should not expand into other regions. Over the course of time, both sides retaliated—the North with the abolitionist movement and the South with its threats of secession. Eventually, the South would attempt to dissolve the Union and begin the American Civil War.

SECTION 1

QUESTION: Why was the Union not able to come up with a practical agreement to settle the moral dilemma of slavery?

The following documents will examine why the Union was not able to come up with a practical agreement to settle the moral dilemma of slavery. Analyze each document carefully, and answer the question or questions that follow.

Document A

...thence with said boundary line to the place of beginning-be, and the same is hereby, erected into a temporary government, by the name of the Territory of New Mexico: Provided, That nothing in this act contained shall be construed to inhibit the government of the United States from dividing said Territory into two or more Territories, in such manner and at such times as Congress shall deem convenient and proper, or from attaching any portion thereof to any other Territory or State: And provided, further, That, when admitted as a State, the said Territory, or any portion of the same, shall be received into the Union, with or without slavery, as their constitution may prescribe at the time of their admission.

Compromise of 1850

1. What state right has the national government essentially given to New Mexico (as well as to the states of Nevada, Arizona, and Utah)?

2. How would Northern and Southern states react to news of the Compromise of 1850?

Name: _____ Date: _____ Hour: _____

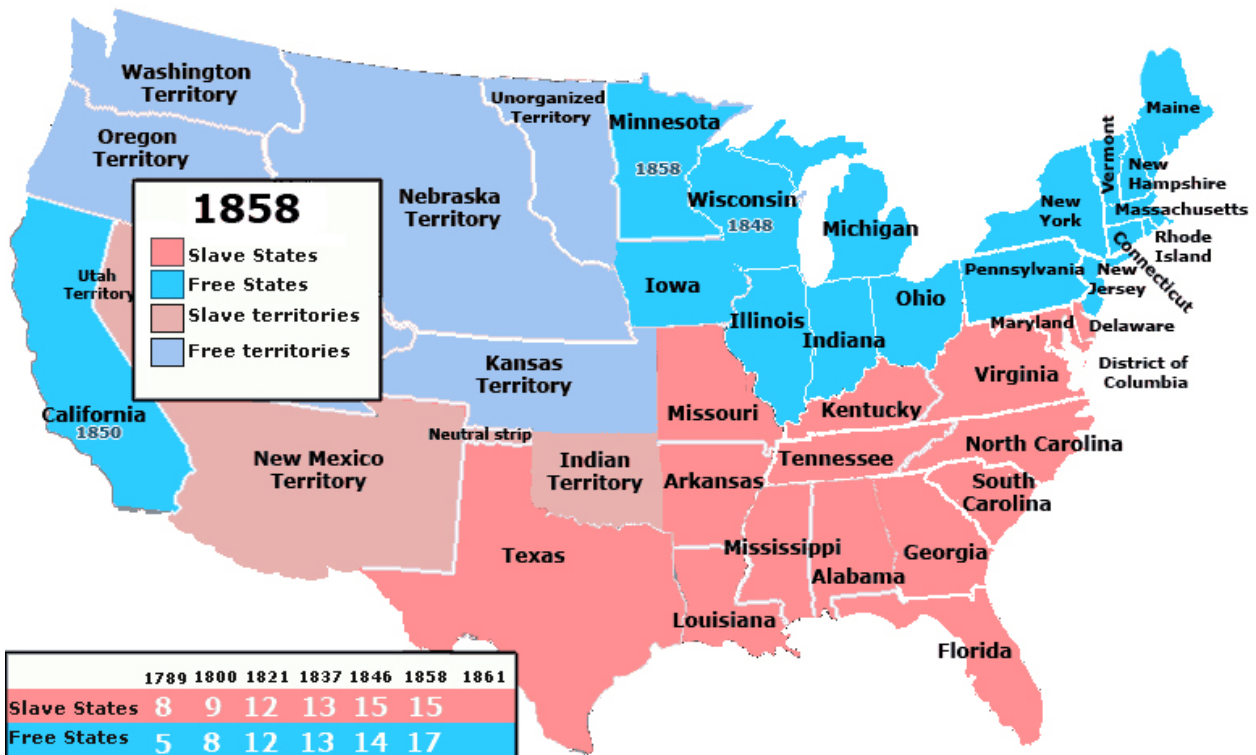
Document B

We are told now, and it is rung throughout this entire country, that the Union is threatened with subversion and destruction. Well, the first question which naturally arises is, supposing the Union to be dissolved—having all the causes of grievance which are complained of—how far will dissolution furnish a remedy for those grievances? If the Union is to be dissolved for any existing causes, it will be dissolved because slavery is interdicted or not allowed to be introduced into the ceded territories; because slavery is threatened to be abolished in the District of Columbia; and because fugitive slaves are not returned, as in my opinion they ought to be, and restored to their masters. These, I believe, will be the causes, if there be any causes, which can lead to the direful event to which I have referred.

On His Own Compromise Measures, 1850
Henry Clay

1. What does Henry Clay believe will be the causes of the breakup of the Union?

Document C



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Free vs. Slave States Map

Name: _____ Date: _____ Hour: _____

1. Describe the relationship between free and slave states in 1821.

2. How does the trend change from 1820 to 1858?

Document D

A PUBLIC domain has been acquired by the common blood and common treasure of all, and the South, which is charged with endeavoring to control the government for its purposes, asks nothing but that the common territory which is the public property may be opened to the entry and settlement and equal enjoyment of all the citizens of every part of the Republic, with their property of every description; while it is the North which comes here and demands that the whole of this common domain shall be set apart exclusively for itself, or for itself and such persons from the South as will strip themselves of a certain species of their property, and conform their views to the policy of the North. I submit it to every candid man in this House, and to every intelligent and candid man in the world, outside of the House, if this is not a fair statement of the question. The South asks no discrimination in her favor. It is the North that is seeking to obtain discriminations against her and her people. And who leads in this endeavor to control the action of the government for sectional objects? It is the gentleman himself who brings this charge against the South. Sir, I deny the charge, and repel it. And I tell that gentleman and the House if these agitations are not to cease until the South shall quietly and silently yield to these demands of the North, it is useless to talk of any amicable settlement of the matters in controversy. If that is the basis you propose, we need say nothing further about agreement or adjustment—upon those terms we can never settle. The people of the South have as much right to occupy, enjoy, and colonize these Territories with their property as the people of the North have with theirs. This is the basis upon which I stand, and the principles upon which it rests are as immutable as right and justice.

The South and the Public Domain, 1850
Alexander Hamilton Stephens

1. Who is charging the South with controlling “the government for its purposes”? Why?

2. According to Alexander Hamilton Stephens, what request is the North asking of the South?

3. How does Stephens respond to this request? Use information from the text to support your answer.

Name: _____ Date: _____ Hour: _____

Document E



Scipio Hunted, 1853
George Cruikshank

1. Explain the experience of Scipio, based on this image.

2. How did experiences like this affect the reconciliation between the North and the South?

3. Describe the response of our contemporary society when the media exposes us to images of racial injustice.

Name: _____ Date: _____ Hour: _____

Document F



Southern Chivalry—Argument versus Clubs, 1856
John Magee

1. Define “Southern chivalry” as captured by the two figures in this political cartoon.

2. How is the crowd reacting to this situation?

3. Explain how the political cartoon characterizes the relationship between Northern and Southern politicians.



Name: _____ Date: _____ Hour: _____

Document G

4. A free negro of the African race, whose ancestors were brought to this country and sold as slaves, is not a “citizen” within the meaning of the Constitution of the United States.

5. When the Constitution was adopted, they were not regarded in any of the States as members of the community which constituted the State, and were not numbered among its “people or citizen.” Consequently, the special rights and immunities guaranteed to citizens do not apply to them. And not being “citizens” within the meaning of the Constitution, they are not entitled to sue in that character in a court of the United States, and the Circuit Court has not jurisdiction in such a suit.

6. The only two clauses in the Constitution which point to this race, treat them as persons whom it was morally lawful to deal in as articles of property and to hold as slaves.

7. Since the adoption of the Constitution of the United States, no state can by any subsequent law make a foreigner or any other description of persons citizens of the United States, nor entitle them to the rights and privileges secured to citizens by that instrument

Dred Scott v. Sandford, 1857

1. From your prior knowledge, describe what happens to Dred Scott.

2. In accordance with this Supreme Court case, what are some components of the final verdict? Use several examples from the document to support your answer.

3. How does this court case handle morality?

Name: _____ Date: _____ Hour: _____

Document H



Underground Railroad Routes

1. Define the term "Underground Railroad."

2. Which regions are the routes leading into? Why?

3. How would Southern knowledge of these routes impact a resolution with the North?



Name: _____ Date: _____ Hour: _____

Document I

Perry's exit was in November, 1853. He was owned by Charles Johnson, who lived at Elkton. The infliction of a severe "flogging" from the hand of his master awakened Perry to consider the importance of the U.G.R.R. Perry had the misfortune to let a "load of fodder upset," about which his master became exasperated, and in his agitated state of mind he succeeded in affixing a number of very ugly stationary marks on Perry's back. However, this was no new thing. Indeed he had suffered at the hands of his mistress even far more keenly than from these "ugly marks." He had but one eye; the other he had been deprived of by a terrible stroke with a cowhide in the "hand of his mistress." This lady he pronounced to be a "perfect savage," and added that "she was in the habit of cowhiding any of her slaves whenever she felt like it, which was quite often." Perry was about twenty-eight years of age and a man of promise. The Committee attended to his wants and forwarded him on North.

A Diary Entry on Perry Johnson, 1857
William Still

1. Why does Perry Johnson run away from his master? Use examples from the text to support your answer.

2. When Johnson is "forwarded" to the North, which route was he taking?

3. Why would Northerners consider Johnson's situation an ethical conflict? How would it impact their relationship with the South?

SECTION 2

ESSAY TOPIC:

Why was the Union not able to come up with a practical agreement to settle the moral dilemma of slavery?

DBQ 14: BROTHER AGAINST BROTHER

Historical Background

The American Civil War was based on the problem of slavery: above all, the expansion of slavery into western territories. Seven slave states in the South seceded from the Union in order to create the Confederate States of America. States that refused to participate in this separation remained a part of the Union. Opposition increased when, on April 12, 1861, forces of the Confederacy attacked Fort Sumter, a crucial stronghold occupied by Union troops in South Carolina. President Abraham Lincoln requested that every state supply troops to reclaim this lost fort. This request resulted in four more slave states becoming Confederate. Right away, fever of war captivated the whole country. From 1861 to 1865, the North and South struggled over the preservation of the Union versus the freedom for the Confederacy. As the events of the war unraveled, the North and the South were clearly imbalanced. The Union army maintained more benefits, such as a large population, a surplus of factories, a massive quantity of food storage, and a wide-ranging system of railroads. Meanwhile, the Confederacy only had the benefits of distinguished generals, inspired soldiers, and control over cotton exports. When the war ended, four years of fighting had left over 600,000 Union and Confederate troops dead, damaged the Southern foundation, dismantled the Confederacy, and abolished slave labor.

SECTION

1

QUESTION: Was the American Civil War worth its costs?

The following documents will examine whether the American Civil War achieved value worth its costs. Analyze each document carefully, and answer the question or questions that follow.

Document A

After a steady exchange of musketry, which lasted some time, we heard the order: 'Fix Bayonets! On the double-quick!' in tones that thrilled us. There was a simultaneous bound forward, each soul doing his best for the emergency. The Federals appeared inclined to await us; but, at this juncture, our men raised a yell, thousands responded to it, and burst out into the wildest yelling it has ever been my lot to hear. It drove all sanity and order from among us. It served the double purpose of relieving pent-up feelings, and transmitting encouragement along the attacking line. I rejoiced in the shouting like the rest. It reminded me that there were about four hundred companies like the Dixie Greys, who shared our feelings. Most of us, engrossed with the musket-work, had forgotten the fact; but the wave after wave of human voices, louder than all other battle-sounds together, penetrated to every sense, and stimulated our energies to the utmost.

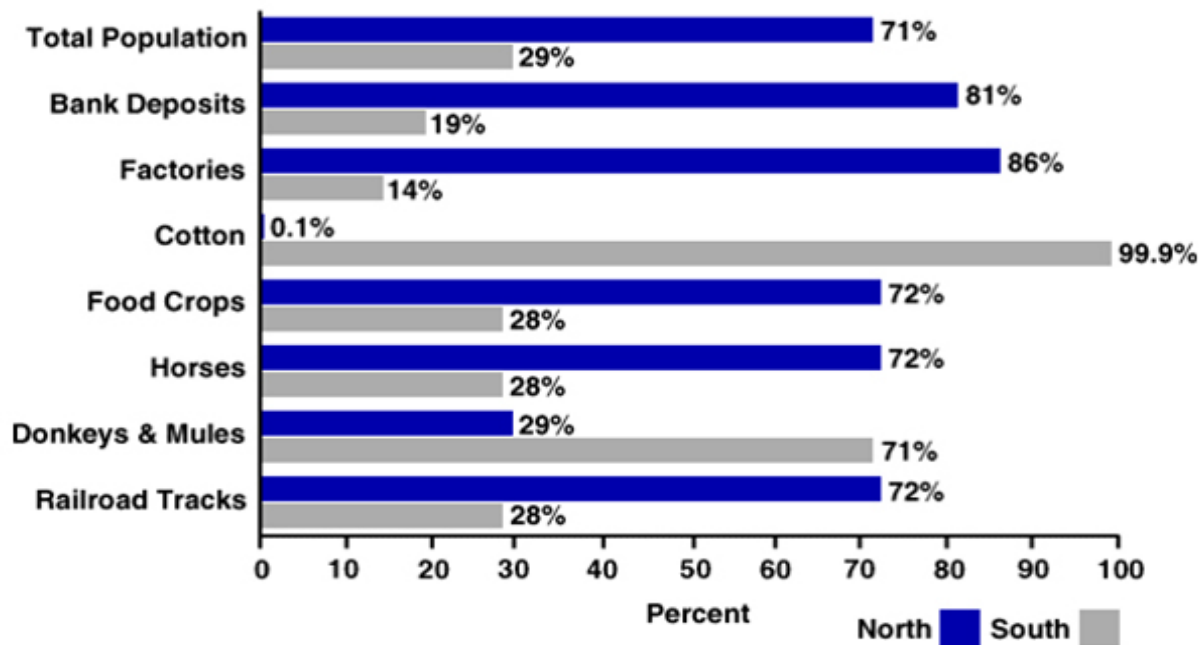
The Battle of Shiloh, 1862
Henry Morton Stanley

1. How does this passage reflect patriotism in the Confederate Army?

2. How would the rebel yell be used as an advantage during the Civil War?

Name: _____ Date: _____ Hour: _____

Document B



Northern and Southern Civil War Resources

1. Describe the distribution of resources between the North and the South.

2. Select two of the resources and explain how they affect the outcome of the Civil War.

3. Do you think the Southern states, in our present time, are as dissimilar to Northern states as they were during the Civil War? Explain.

Name: _____ Date: _____ Hour: _____

Document C

He has sounded forth the trumpet that shall never call retreat.
He is sifting out the hearts of men before His judgment-seat.
Oh, be swift, my soul, to answer Him! be jubilant, my feet!
Our God is marching on.

Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me:
As He died to make men holy, let us die to make men free,
While God is marching on.

Battle Hymn of the Republic, 1862
Julia Ward Howe

1. Why does the writer utilize God's judgment in the first stanza?

2. How does the death of Christ in the third stanza connect with the actions of Union troops?

3. In what ways does this hymn justify the Civil War?

Name: _____ Date: _____ Hour: _____

Document D



Courtesy of the Library of Congress, LC-DIG-ppmsca-34511

Sgt. Johnny Clem Photograph, 1863
Schwing and Rudd

1. How old do you think this soldier in the photograph is?

2. What distinguishes him as a higher ranking officer? How might he have earned this rank?

3. Why would the Union or the Confederacy have used children during the war?

Name: _____ Date: _____ Hour: _____

Document E

What a horrible sight! There they were, human beings! Clad almost in rags, covered with dust, riding wildly, pell-mell down the hill toward our home! Shouting, yelling most unearthly, cursing, brandishing their revolvers, and firing right and left.

I was fully persuaded that the Rebels had actually come at last. What they would do with us was a fearful question to my young mind.

Soon the town was filled with infantry, and then the searching and ransacking began in earnest.

They wanted horses, clothing, anything and almost everything they could conveniently carry away.

Nor were they particular about asking. Whatever suited them they took. They did, however, make a formal demand of the town authorities, for a large supply of flour, meat, groceries, shoes, hats and (doubtless, not least in their estimations), ten barrels of whisky; or, in lieu of this five thousand dollars.

The Battle of Gettysburg, 1863
Tillie Pierce

1. How does Tillie, a young girl, describe her first glimpse of Confederate soldiers?

2. Describe the actions of the soldiers once they had infiltrated the town.

3. How does the Battle of Gettysburg exemplify the costs of the Civil War?



Name: _____ Date: _____ Hour: _____

Document F

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

The Gettysburg Address, 1863
Abraham Lincoln

1. What gains did our founding fathers bring to the continent “four score and seven years ago”?

2. What is the greatest sacrifice at Gettysburg according to Lincoln? What does he ask the public to do in remembrance of this sacrifice?

Name: _____ Date: _____ Hour: _____

Document G



Courtesy of the Library of Congress, LC-B8184-7964-A

The Harvest of Death, 1863
Timothy O'Sullivan

1. Why would Timothy O'Sullivan entitle this photograph *The Harvest of Death*?



Name: _____ Date: _____ Hour: _____

Document H

“When he arrived there was not even a sentinel on duty at his tent, and no one of his staff was awake. As he approached and saw us lying on the grass under a tree, he spoke, reined in his jaded horse, and essayed to dismount. The effort to do so betrayed so much physical exhaustion that I hurriedly rose and stepped forward to assist him, but before I reached his side he had succeeded in alighting, and threw his arm across the saddle to rest, and fixing his eyes upon the ground leaned in silence and almost motionless upon his equally weary horse, - the two forming a striking and never-to-be-forgotten group. The moon shone full upon his massive features and revealed an expression of sadness that I had never before seen upon his face.

‘General, this has been a hard day on you.’

He looked up, and replied mournfully: ‘Yes, it has been a sad, sad day to us,’ and immediately relapsed into his thoughtful mood and attitude. ‘I never saw troops behave more magnificently than Picket’s division of Virginians did today in that grand charge upon the enemy. And if they had been supported as they were to have been, - but, for some reason - not yet fully explained to me, were not, - we would have held the position and the day would have been ours.’ After a moment’s pause he added in a loud voice, in a tone almost of agony, ‘Too bad! *Too bad!* OH! TOO BAD!’”

Lee’s Retreat from Gettysburg, 1863
General John Imboden

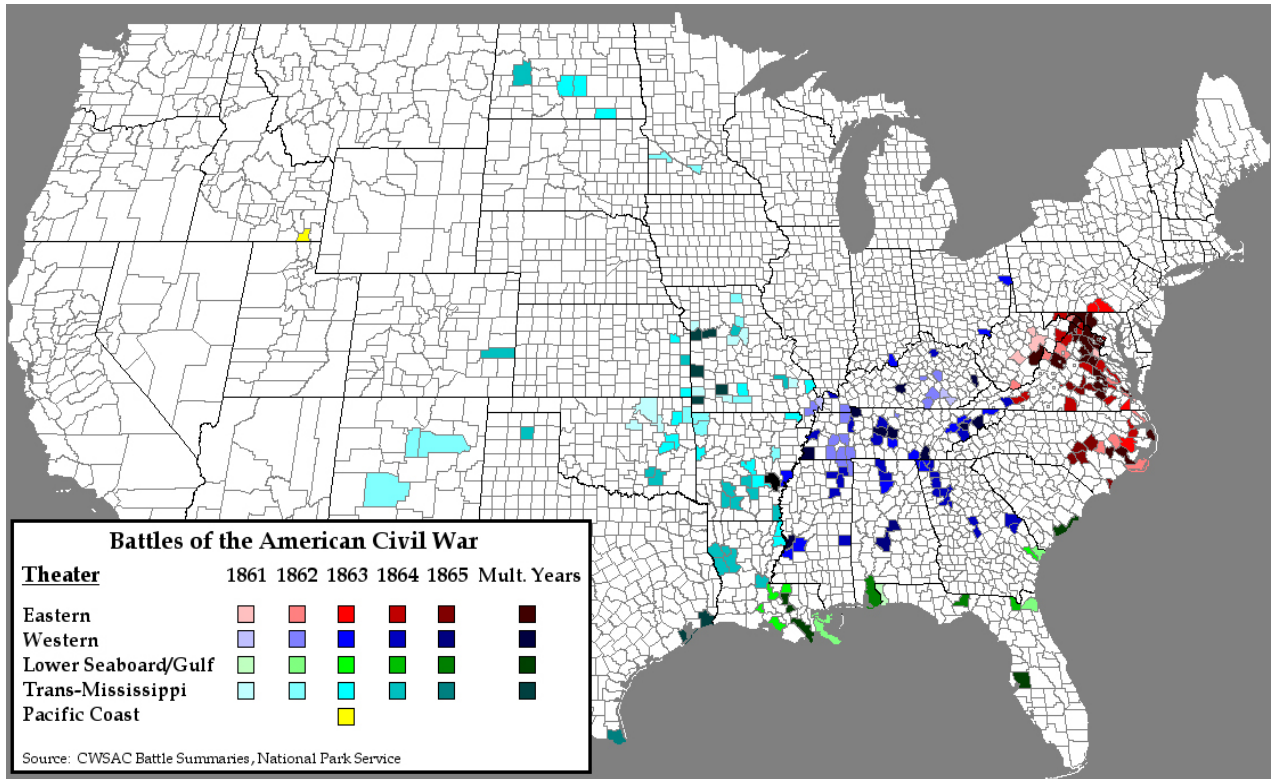
1. How does General John Imboden depict General Robert E. Lee in the first paragraph?

2. What does General Lee attribute as the reason for the Confederacy’s defeat at Gettysburg?

3. Based on this account of General Lee, how would Lee rationalize the value of the Civil War?

Name: _____ Date: _____ Hour: _____

Document I



Battles of the American Civil War

1. According to the map, where do most of the Civil War battles take place? Why? What effect does this have on the region?



Name: _____ Date: _____ Hour: _____

Document J

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

Emancipation Proclamation, 1863
Abraham Lincoln

1. What is the initial purpose of the Emancipation Proclamation?

2. How does the Emancipation Proclamation provide national protection?

3. How does this document defend the Union's intentions in the Civil War?

Name: _____ Date: _____ Hour: _____

Document K



Courtesy of the Library of Congress, LC-DIG-pga-02091 The room in the McLean House, at Appomattox C.H., in which Gen. Lee surrendered to Gen. Grant

1. Why is there an uneven number of Confederate (left) and Union (right) military officers in this painting?

2. What do the postures and positions of the Confederate military officers suggest?

SECTION 2

ESSAY TOPIC:

Was the American Civil War worth its costs?



SAMPLE STUDENT ESSAY POSITIONS

DBQ 1

The rebirth during the Renaissance era caused both a heightened curiosity and the coveting of more luxury items in everyday life. Europeans chose to explore the Americas to satisfy these curiosities. Europeans craved spices, different types of food, clothing, and jewels. They wanted to develop trading relationships across the world to acquire and profit from these items. Furthermore, Europeans desired to spread their Christian beliefs to the new civilizations encountered and to develop communities of their own on these lands.

DBQ 2

The system of slavery was a major economic enterprise for the Southern colonies in early colonial life. Slaves were considered property by official colonial laws and had no rights. Life for slaves was awful, as they were treated as animals. Any remnants of their old cultures were erased from existence. Slaves of all ages worked night and day to make money for their plantation owners. They enjoyed few benefits and lived in the worst of conditions. Most, but not all, Southerners felt there was little wrong with the idea of slavery and enjoyed the economic benefits it brought. Slavery affected numerous aspects of early colonial life in the South.

DBQ 3

It is not easy to cast a flame so powerful that it would ignite a revolution. The American colonists had numerous reasons to build that powerful of a flame. The colonists were influenced by Enlightenment philosophers who believed that people must not give up their liberty and that the power of a government should be limited. Under the British rule, the colonists were taxed without representation, they were not allowed to protest the Crown for fear of violence or death, and a major shipping port was closed. All of these reasons and the propaganda from colonial leaders helped ignite the American Revolution.

DBQ 4

Which side to support during a war has always been a difficult decision. Siding with the Patriots or the Loyalists in the Revolutionary War was not an exception. The Patriots offered a new beginning, with more rights and less control by a foreign government. The Loyalists offered consistency from a stable government, protection by a world power, and a promise of less destruction if they remained obedient to the crown. During the time, there were various forms of propaganda from each side in political cartoons, essays, or speeches. This propaganda was used to help sway the viewpoints of colonists who had not yet declared an allegiance.

DBQ 5

After years of poor treatment under a tyrannical British government, the new American nation struggled to develop a popular and successful political structure. Americans did not want to create a system that would favor a monarchy. They strived for equality, but how that equality was established became problematic. Some proposals favored more state rights while others favored a strong central government. After the establishment of the Articles of Confederation, many problems emerged because of a weak central government. Much work was needed by the states and their leaders to define an ideal political structure to please all of America.

DBQ 6

Upon the realization that the Articles of Confederation ought to be abandoned and a new government formed, the American states needed to learn from their past mistakes. Focus shifted from the rights of individual states, to the rights of the people. It was proposed at the Constitutional Convention that the people have a role in directly electing Congressional representatives to the government. These representatives were to be given numerous powers such as to collect taxes, create money, and regulate commerce. Additionally, the people were also given protections against the government, many of which were outlined in the Bill of Rights. The needs of the individual people were essential in the creation of the United States Constitution.

DBQ 7

Power is something that people crave, sometimes at the expense of others. George Washington was someone in a powerful position as a general in the American Revolution and later as the presiding officer at the Constitutional Convention. When elected as the first president of the United States, he became the most powerful person in a new nation. However, with this power, Washington remained consistently humble. Washington believed in sharing leadership responsibilities, admitting his own deficiencies, showing gratitude towards his countrymen, and maintaining neutrality in foreign affairs to benefit the new American republic. George Washington was an extremely effective president, and his modesty set the precedent for all future United States presidents.

DBQ 8

With any major acquisition there are always going to be some negatives associated, and the Louisiana Purchase is no different. The purchase completely decimated the culture and lives of the Native American population. It meant exploring the great unknown territory, which led to long, costly, and treacherous journeys. Explorers encountered rough terrain, dangerous interactions with natives, and deadly animals. However, this expense was extremely worthwhile. It doubled the territory of the United States and helped create alliances with European powers. It was a purchase that ended up being a bargain, especially for the valuable resources the land provided. More importantly, it gave the newfound nation a sense of hope and excitement about exploration.

DBQ 9

Greed is a powerful motivator. Compromise can be a dirty word. Both the North and South wanted what was best for their side to become more powerful than the other. They agreed on many compromises in creating the Constitution but more and more differences and disagreements began to emerge. The North wanted the South to rely on Northern industries and the South wanted the North to rely on Southern agricultural growth. Each side had valuable arguments as to the other taking gross advantages economically. The debate of the slave population reached a boiling point, and the Missouri Compromise led to more dangers. The North and South therefore became incapable of setting aside economic differences for the benefit of the nation as a whole.

DBQ 10

Some considered Andrew Jackson as a great, charitable, self-made man. He was an extremely knowledgeable lawyer guided by religious principles. They believed Jackson was an accomplished General with the morals and appeal that a president should have. Others considered Jackson in a much poorer light. They accused him of trading slaves and taking Native American land to benefit himself personally and politically. He was someone who attacked his enemies and made them suffer. The presidential campaign of 1828 revealed both the strong and weak points of Andrew Jackson's character.



DBQ 11

The Declaration of Independence is one of the most famous and quoted documents in United States history. The ideas of life, liberty, and the pursuit of happiness have been echoed throughout the country for well over 200 years. However, many Native Americans have been historically stripped of those rights. The US government stole the liberty of the Native Americans by forcing them to vacate their ancestral lands and move west. Their cultures were destroyed and many lost their lives. Some government officials believed they were actually helping the Native Americans by compensating the tribes financially and encouraging them to establish a new lifestyle that would eventually lead to converting to Christianity. Others did not seem to care about the Native American cultures and wanted what they thought was best for the United States: the complete removal of the Native Americans. Although they are foundations of United States government, life, liberty, and the pursuit of happiness were not options for Native Americans.

DBQ 12

Westward expansion, fueled by Manifest Destiny to settle territories spanning from ocean to ocean, had many merits as well as limitations. Expansion eventually led to the annexation of the large Texan state, stretching American borders even farther. Furthermore, it led to the California Gold Rush where everyday citizens and new immigrants had opportunities to make fortunes and forever change their economic status. The Oregon Trail offered diversity and hope for a family to change their circumstances as well. Many, however, did not survive the extremely difficult trip across the country. Disease and harsh environments led to many early deaths. A war with Mexico led to additional loss of life and financial debt. Frontier settlements emerged and became towns filled with immoral behavior. Although many hardships were encountered, the merits of westward expansion outweighed its limitations.

DBQ 13

In order for the United States Constitution to be ratified, many compromises were enacted, especially between the Northern and Southern states. Both the North and South were not entirely happy with the concessions they made in regards to the issue of slavery, but at the time pushed their disagreements aside for the good of the whole nation. As time went on and the nation expanded west, slavery became an even larger source of conflict. The South believed that many in the North wanted to consolidate control for themselves. They felt disrespected by the abolitionist movement, the Underground Railroad, and the refusal of some in the North to help recapture fugitive slaves. The North was outraged at the brutality slaves encountered at the hands of Southerners who claimed to be chivalrous. The North did not want the South to dominate the economy and spread slavery throughout the new territories. The Union had become too divided and both sides were sick of compromise. The Union was not able to come up with a practical agreement to settle the moral dilemma of slavery because greed and anger prevailed over sacrifice to preserve the nation.

DBQ 14

The American Civil War was devastating for the entire nation. The North and the South suffered over half a million casualties. Individuals, families, and governments were forever changed. Many areas in the South were completely decimated. Children had even become soldiers once desperation had set in. The true costs of the war can never be measured. Nevertheless, surrounded by this despair, there was value in what the war accomplished. Slavery was forever abolished. The country could now join and heal together under a common goal of making sure the hundreds of thousands who lost their lives had not died in vain.



ALIGNED COMMON CORE STATE STANDARDS

Grades 9–12 Literacy in History/ Social Studies

Grade 9–10

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9–10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9–10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9–10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9–10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9–10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9–10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9–10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9–10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9–10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Grade 11–12

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11–12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11–12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11–12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11–12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

CCSS.ELA-LITERACY.RH.11–12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11–12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 9–12 Writing in History/Social Studies

Grade 9–10

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 11-12

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

The background of the entire page is a close-up, slightly angled view of the American flag. The blue field with white stars is in the upper left, and the red and white stripes are in the lower right. The flag appears to be waving, creating a sense of movement.

DOCUMENT-BASED QUESTION ACTIVITIES

FOR YOUR US HISTORY CLASSROOM

FROM THE EUROPEAN MIGRATION THROUGH THE CIVIL WAR

